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ABSTRACT

To help high school and area vocational center distributive education teacher-coordinators carry out methods of project-oriented and project laboratory instruction, Western Michigan University conducted three one-day seminars for 40 distributive educators. Presentations were: (1) "Implementation of Project Laboratories" by J.A. Daenzer, (2) "Preparing Instructional Objectives" by L.J. McKinley, (3) "Reading List for Project Method in D.E." by A. Lind, (4) "Project Implementation in D.E." by H.E. Samson, (5) "The D.E. Umbrella" by L.C. Crawford, (6) "Importance of the Resource Center in the Project Approach" by A. Trimpe, (7) "Physical Facilities and Equipment in the Project Laboratory" by H. Gelderloos, and (8) "The Relationship of MAP to the Project Plan of Instruction" by C. Coakley. Also included are examples of individual, small group, and class group projects, each consisting of: (1) a title, (2) objectives, (3) materials, equipment, and facilities, (4) pre-project preparation, (5) a step-by-step description, and (6) evaluation. (SB)

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A Seminar Report

on

Implementing Distributive Education Project Laboratories in High Schools and Area Vocational Centers

VT018598

Department of Distributive Education
College of Applied Sciences
Western Michigan University
Kalamazoo, Michigan

ED 072224

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A Seminar Report

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Implementing Distributive Education Project Laboratories in High Schools and Area Vocational Centers

Edited by

Adrian Trimpe and Raymond A. Dannenberg

June, 1972

Department of Distributive Education
College of Applied Sciences
Western Michigan University
Kalamazoo, Michigan 49001

The work presented in the report was carried out in a three-day seminar at Western Michigan University under a grant from the Division of Vocational Education, Michigan Department of Education, Lansing, Michigan.

INTRODUCTION

Upon invitation from Western Michigan University, a group of distributive education coordinators assembled at the Distributive Education Building on campus and participated in three one-day seminars which were held on February 29, April 4, and May 16, 1972, concerning "Implementing Distributive Education Project Laboratories in High Schools and Area Vocational Centers." The seminars were under the direction of Western's Department of Distributive Education, underwritten by a grant from the Vocational Education and Career Development Services, Michigan Department of Education, in Lansing.

Today, there is a great deal of emphasis upon the project method in distributive education, both in our state and the nation. In fact, staff members of the Vocational Education and Career Development Services scheduled a series of meetings on the project method during the school year 1970-71 throughout the state. At the meetings they discussed the new and tentative guidelines for distributive education programs in which they had incorporated the project method. Quoting from the guidelines handed out, the implementation section read as follows:

> "The Michigan Guide for the Administration of Vocational-Technical Education Programs states that the Department of Education will reimburse project laboratory and cooperative-related instruction provided that such instruction is geared toward the application of skills and knowledge and attitudes important in a distributive occupation. In addition, project oriented instruction may be reimbursed, provided it is followed by project laboratory instruction and/or cooperative education.
>
> Timetable for Implementation
>
> All new distributive education programs submitted for approval for reimbursement must meet criteria established for project laboratory and/or cooperative-related instruction as of July 1, 1971.

Programs now operating under previous guidelines must meet the criteria established for project laboratory and cooperative-related instruction by July 1, 1972."

In order to help the high school and area vocational center distributive education teacher-coordinators better carry out these new methods of (1) project-oriented instruction and (2) project laboratory instruction for the coming school year 1972-73, Western organized these seminars.

The staff of Distributive Education at Western Michigan University wishes to extend its appreciation to the State Department of Education's Vocational Education and Career Development Services for making the seminar possible and to the participants and the consultants for the time and effort expended by them which made the seminar successful, and this report possible.

Adrian Trimpe
Raymond A. Dannenberg

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Seminar Program

OFFICIAL PROGRAM
FOR THREE-DAY SEMINAR CONCERNED WITH
IMPLEMENTING DISTRIBUTIVE EDUCATION PROJECT LABORATORIES
IN HIGH SCHOOLS AND IN AREA VOCATIONAL CENTERS

First Day -- Tuesday, February 29, 1972

9:30 - 10:00 a.m. Registration and Coffee

10:00 a.m. First General Session -- Program Chairman, Dr. Raymond A. Dannenberg, W.M.U.

Welcome -- Dr. George E. Kohrman, Dean
College of Applied Sciences, W.M.U.

Purpose of Seminar -- Mr. Adrian Trimpe, Head
Distributive Education Department
W.M.U.

Review of Guidelines for Distributive Education Programs in Michigan -- Mr. John Daenzer, Consultant, Michigan Department of Education, Lansing, Michigan

11:45 - 1:15 p.m. Lunch -- University Student Center

1:15 p.m. Preparing Instructional Objectives -- Mr. Larry McKinley, Manager, Business and Distributive Education Division, National Cash Register Company, Dayton, Ohio

2:15 p.m. What the Literature Says About Project Method, Behavioral Objectives, and Curriculum Construction -- Miss Ann Lind, Formerly D.E. Supervisor, Detroit Public Schools

3:15 p.m. Coffee Break

3:45 p.m. Assignment for Small Group Sessions

4:00 p.m. Small Group Sessions

5:00 p.m. Smorgasbord -- Distributive Education Building

Second Day - Tuesday, April 4, 1972

9:30 - 10:00 a.m.	Registration and Coffee
10:00 a.m.	Second General Session - Program Chairman, Dr. Raymond A. Dannenberg, W.M.U.
	Reports by Seminar Participants
	Implementing Project Method for Distributive Education -- Dr. Harland Samson, Professor of Distributive Education, University of Wisconsin, Madison, Wisconsin
11:45 - 1:15 p.m.	Lunch -- University Student Center
1:15 p.m.	The Ten Competencies and the U.S.O.E. Classification System -- Mrs. Lucy Crawford, Associate Professor of Distributive Education, Virginia Polytechnic Institute, Blacksburg, Virginia
2:15 p.m.	Innovating Teaching Methods -- Mr. Carl Snow, Associate Director, Division of Instructional Communications, W.M.U.
3:15 p.m.	Coffee Break
3:45 p.m.	Assignment for Small Group Sessions
4:00 p.m.	Small Group Sessions
5:00 p.m.	Smorgasbord -- Distributive Education Building

Third Day -- Tuesday, May 16, 1972

9:30 - 10:00 a.m.	Registration and Coffee
10:00 a.m.	Third General Session -- Program Chairman, Dr. Raymond A. Dannenberg, W.M.U.
	Reports by Seminar Participants
	Importance of the Resource Center in the Project Method Approach -- Mr. Adrian Trimpe, Head, Distributive Education Department, W.M.U.
	Physical Facilities and Equipment in the Project Laboratory -- Mr. Harold Gelderloos, D. E. Teacher-Coordinator Muskegon County Community College Muskegon, Michigan
11:45 - 1:15 p.m.	Lunch -- University Student Center
1:15 p.m.	The Merit Awards Program -- Dr. Carroll Coakley, Professor of Distributive Education University of Tennessee Knoxville, Tennessee
2:15 p.m.	Small Group Sessions
3:15 p.m.	Coffee Break
3:45 p.m.	Review of Materials for the Final Report
5:00 p.m.	Smorgasbord -- Distributive Education Building

Presentations

IMPLEMENTATION OF PROJECT LABORATORIES

"State Guidelines and the Effect on Distributive Education"

Presented By
John A. Daenzer
Specialist, Vocational Education and Career Development Service
Michigan Department of Education

Having a department education staff member talk about guidelines is about as traditional and commonplace, I suppose, as the "flag, motherhood and apple pie." But I hope that as a result of my review and presentation today, you will get an update on certain activities being planned at the Vocational Education and Career Development Service which will have a direct impact on you. By becoming aware of these activities, you will be better equipped to take a posture regarding policies that relate to your occupational discipline. More than perhaps any other time in the history of Michigan education.

Several times a day I receive phone calls asking questions on program changes that will be necessary for the distributive education program to receive funding. I hope that after this presentation, you will be able to give more leadership to the development of these programs in your locality.

It has been an interesting twenty months of employment with the Vocational Education and Career Development Service as I look back at this date. In June of 1970 when I came to Lansing, we were known as the Vocational Education Division. Now you call us the Vocational Education and Career Development Service. In July of 1970 there was a Business Education Service with a supervisor and four consultants. Now there is no business education service. We are the secondary or post-secondary unit of the Occupational Skills Program. You also find now one specialist in each unit who speaks to this occupational field. In the fall of 1970 you heard us as we held meetings in the state speaking about distributive education guidelines. Now you find us speaking about vocational education and its role in Career Education. If it hasn't been obvious that a change is occurring, I hope some of these remarks will make you become aware.

Since last summer, we have been very busy gearing up and planning for Career Education. Some of you probably have even forgotten that the guidelines for distributive education are still applicable, and we will be seeing the creation of many new in-school distributive education programs for the school year beginning next fall. In fact, this has been one of the most common questions received in our offices--"Are the distributive education guidelines still effective?" The answer is an obvious 'yes.'

In working with people around the state, we have had very little resistance to the philosophy and concept of the project-laboratory method for distributive education programs. Quite honestly, the little resistance that I have heard has come from coordinators of cooperative distributive programs. For some reason, they have gotten the feeling that we are trying to discourage or cut in on these co-op programs. There is no reason for any coordinator to get this feeling. In fact, it is even possible that if a school is presently operating a distributive education program using the cooperative method, they may need not make any changes. These programs will

continue to be recognized programs for distributive education. We must remember, though, that if we only use the co-op method, our distributive education program will restrict many students. We all know that a coordinator has a limited number of students that he can adequately coordinate. We also realize that some job areas are not represented in our communities, and the laboratory will be the solution. We also know that the economy has a high impact on distributive occupations. Perhaps some of you that are coordinating now wish that you had a project-laboratory class in your school today.

I still hear distributive educators in Michigan asking, "What is a project?" and "What is the project-laboratory method?" Hopefully, all of you present have some knowledge of what they are and obviously have an interest in this kind of programming, or you wouldn't be here. Let me make my answers to these questions as simple as possible by saying that we want to individualize distributive instruction and, through a two-hour blocked class, offer the same kinds of instruction and learnings to additional students, especially those that are not served by the cooperative programs. Projects can be group activities that will be beneficial for all students in your laboratory. They should also be individualized to meet specific needs of students based upon their development of a competency or their lack of skills. Obviously, projects may include outside assignments in business. They may include short-duration work experience or employment situations. They can include simulations on your equipment in your laboratory where you can actually duplicate the same kinds of procedures that occur in a real business. The project-laboratory method represents another way of maintaining the vocational approach of instruction for distribution and marketing. We're not really first in this concept. We know that there are many auto mechanics, welders, secretaries, etc., that have trained through the same concept.

I am happy to see in-service education for this concept being offered here at Western Michigan University. With expansion of distributive education through this method, teacher education will need to assist us in educating people to feel adequately prepared to handle the project-laboratory class.

Many people have asked me if they could have a single period of distributive instruction preceding the project-laboratory class. The answer to this is 'yes.' But the only way that the single period of distributive instruction can be fundable is if it is followed by the blocked-time class; and the single period is, therefore, individualized by the use of projects. It is possible to receive funding for the first year single-period class (project-oriented instruction) and the second year of a blocked class (project-laboratory). The other obvious option is just a two-hour block of project-laboratory instruction.

Another common question that usually is asked is whether there is any recommended program model showing relationship between the project-laboratory instruction and the cooperative method when both are operated in a school. I'm sure most of you have the answer to this point, but let me pursue it anyway. The first year of distributive instruction can be a feeder class to either method of instruction. It can lead to the two-hour block (project-laboratory) or to the cooperative experience and related distributive

instruction class. I get rather upset when I hear professional distributive educators discussing the pros and cons of each method and how they fit together or, worse yet, how to separate them. We all know that some students entering the cooperative program demonstrate after some experience on the job that they need to be back in the classroom developing competencies. We also know that a student could develop the necessary competencies and reach his objective in the project-laboratory class. If that happens, he should be given the opportunity to practice his skills. This means that he should have an opportunity for a cooperative experience. Therefore, it's obvious that there must be a horizontal relationship between both methods of instruction.

In order to adequately develop skills in distributive education laboratories, equipment will be required. In my travels in this state, I have been appalled by the lack of equipment in most distributive education classrooms. Now and then I see a beautifully equipped classroom, but it is the exception, not the rule. Maybe for cooperative programs this is acceptable because the training station has the equipment to develop specialized skills. If the project-laboratory class is to succeed, it will be necessary to have adequate equipment that is needed to develop the competencies required by the employers. That is not to say that every school will need to have uniformity in how it is equipped. Obviously, if we are going to prepare students for the ten competency areas, we will need to give serious thought to equipment. It is always possible, and much more realistic, to use facilities such as display windows in a store or a mall. I hope that the future will see a much more sophisticated distributive education classroom. After all, it would never be thought of to teach auto mechanics without a car, tools, and necessary gauges.

Most of you have heard that this year will be the first year of funding programs on an added-cost basis. Perhaps you are unfamiliar with this procedure, so allow me to clarify it for you. We, as vocational educators, have been saying for years that vocational education is extremely expensive and, in fact, more expensive than general or college preparatory education. So a little over a year ago we contracted with Dr. Jacob Kaufman of Penn State University to determine what the added costs are by O.E. Codes. In distributive education, we found that the per-student added-cost figure is $79. This means that to determine added-cost funding, you would use the following formula:

> No. of student enrollees x length of training in clock hours per week x .2 x $79 (cost per hour) = Reimbursement; 22 x 5 x .2 x 79 = $1,738 x 2 (blocked time) = $3,476

It's rather obvious that the concept of added-cost funding will have high impact on program development. Our state surely will be funding programs at a much more substantial figure than it has in a long time. Also, if you are starting a new distributive education project-laboratory, you will be qualifying for added costs.

Now let's take a look at the finalized guidelines for the project-laboratory method in distributive education and what they include.

GUIDELINES FOR
DISTRIBUTIVE EDUCATION
IN MICHIGAN

1. Definition:

Distributive Education is an instructional program which includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer. The distributive occupations are those involving proprietors, managers, and employees engaged primarily in the sales and sales supporting functions of marketing, merchandising, and management.

2. Instruction:

Instruction in a comprehensive distributive education program is characterized by the following four levels of learning:

1. Basic knowledge and facts (principles and practices) relevant to distributive occupations.
2. General application of knowledge and facts that apply to a number of distributive jobs.
3. Specific application of knowledge and facts in each student's vocational objective.
4. Logic and problem solving in the specific vocation selected by the student.

All distributive education students must have basic understanding of the competencies needed to perform tasks in distributive occupations. The competencies of distributive occupations are:

Advertising	Mathematics	Merchandising
Human Relations	Product and/or Service Technology	Selling
Operations and Management	Display	Marketing and Economic Concepts
Communication		

As students progress through a distributive education program, they must develop degrees of proficiency, dictated by their vocational objectives, in the above competencies.

Three characteristics of an effective program of distributive education must receive maximum consideration:

1. Instruction must be directed to each student's vocational objectives.
2. Instruction must progress according to the four levels of learning.
3. Instruction must be geared to the development of competencies needed to successfully perform tasks in distributive occupations.

The instructional program provides for individualized learning experiences related to vocational objectives that have been formulated through the analysis of performance of employees in the occupations. The program is designed to prepare individuals for entry, mid-management, and management-level positions in distributive occupations. Instruction is also designed for those students in occupations in which there are distributive functions. For some students, completion of the instructional program at the secondary school will represent the preparation needed in order to achieve their vocational objective. For others, completion will represent an interim step in a large-range goal which necessitates continuation of distributive education at the post-secondary level.

3. Methods

Two methods for providing individuals with competencies necessary for employment in distributive occupations are available as instructional techniques:

A. Project-Laboratory Method

The project-laboratory method is a dimension of in-school instruction for distributive education programs which provide the opportunity for many students interested in distributive occupations. This method centers around individually designed learning activities which are coordinated with classroom instruction and the student's vocational objective.

The term "project" as used here refers to a practical unit of learning that has a behavioral objective related to an individual's career goal and is to be accomplished in a specified length of time. Projects are designed around specific tasks that have been analyzed as those which employees in the field must be able to perform in order to enter and maintain employment. Simulated activities in a laboratory, field observation, and participation in distributive businesses, directed work assignments, projects common to groups and individual projects should be incorporated into the learning process.

Projects are designed for the individual student at his level of maturation, motivation, and prior achievement. Projects must:

1. Permit students to identify with work activities and evaluation standards of their career goals.

2. Encourage adaptability within an employment field.

3. Evaluate the qualifications of students based upon performance of tasks.

To bridge the gap between conventional classroom experiences and the tasks, students are expected to perform in their vocations; the project-laboratory method is organized so students may apply learnings and performance to the ten competencies through realistic projects. Project-laboratories will be a block of two or more consecutive class periods per day or a sufficient number of units or modules of instruction where flexible scheduling is used.

B. Cooperative Laboratory Method

Cooperative education, viewed as a "downtown" laboratory experience correlated with related instruction, may be utilized as an instructional method. (See Cooperative Vocational Education Guidelines for details).

C. Funding Criteria

Distributive Education programs must provide five instructional components to be considered for funding. These components are:

1. Program objectives which meet competencies of distributive functions that are developed to identify specific

jobs or job clusters in which students will be trained and are necessary for students to achieve their vocational objective.

2. A system of evaluation based upon stated objectives which have been accomplished by the students.

3. A demonstrated need for the program which will recognize three basic factors:

   a) the labor force and the projected trends for distributive employment,

   b) the actual work performed and the performance requirements for each occupation, and

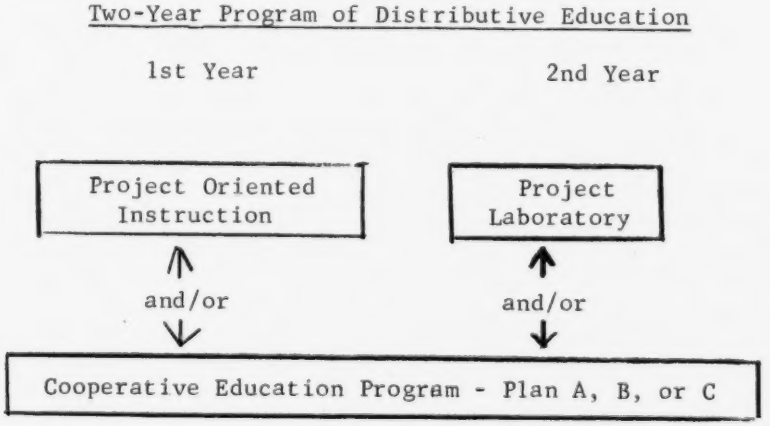
   c) the education and training needed by workers to perform in those occupations.

4. Laboratory facility and equipment adequate to meet the instructional objectives of the youth served.

5. Specialized instructional materials for the program to become effective in training youth.

D. A Curriculum Model

Two-Year Program of Distributive Education



John A. Daenzer
February, 1972

MICHIGAN DEPARTMENT OF EDUCATION

VOCATIONAL EDUCATION AND CAREER DEVELOPMENT SERVICE

Common Questions and Answers about Distributive Education Programs in Michigan

Q. Are the Guidelines for Distributive Education still effective with the efforts being made for Career Education?

A. Yes. The Guidelines for Distributive Education will more than likely become a very important part of Career Education.

Q. Does my school have to add the project-laboratory method to its present distributive education program using the Cooperative Education Method?

A. No. Schools that presently are using or planning to use the cooperative education method of instruction will have recognized programs of distributive education. The Guidelines for Cooperative Education Programs in Michigan will be the program standards of quality adhered to in those cases.

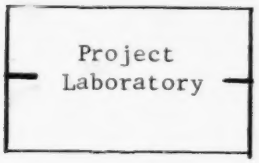
Q. What is the project-laboratory method?

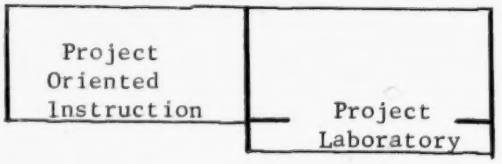
A. The project-laboratory method of instruction in distributive education is a method of instruction centered around meaningful individual or group activities of educational value. These activities involve investigation and solution of any number of varied problems. They are utilized to broaden and improve the student's occupational competencies in marketing and distribution. The method is not meant to do away with the cooperative education method of instruction, but rather to supplement this plan, or be used in an either/and/or approach. The project-laboratory method offers an additional method of teaching distributive education, one that permits distributive education to become available to more students in more schools. It represents another way of maintaining the vocational approach of instruction for distribution and marketing.

Q. What are the alternative models for Project-Laboratory Distributive Education Programs?

A. A one-year or two-year program may be operated by a local educational agency. The first year of instruction will be project oriented and will only qualify for funding if it is followed by a blocked-time class which is equivalent to

two back-to-back periods of instructional time. If your schools plan to operate in-school distributive instruction alone, the class must be a block period. The alternative models would look like such:



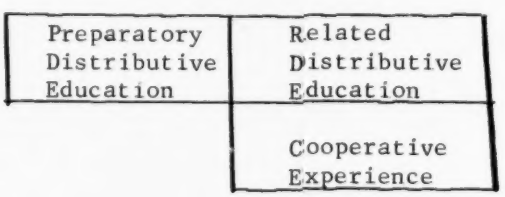


Q. What are the alternative models for Cooperative Education Programs in Distributive Education?

A. Four plans for providing cooperative vocational education experience are available for local education agencies. These types of cooperative programs are designed to meet local needs of the education agencies. Schools are encouraged to employ one or more of these plans in an effort to make cooperative education available for all youth who need, want, and can profit from such an experience.

PLAN A

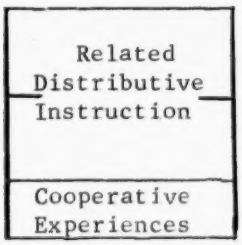
Where courses in the school directly teach the competencies needed, the cooperative occupational education program will be viewed as the capstone laboratory experience. In such cases the student must complete prerequisite vocational courses. At least one period of related instruction given to all cooperative students and taught by the coordinator is required. Whenever possible, related instruction should be given to all cooperative students as a group based upon the occupational family or field involved. The minimum amount of occupational experience required by the student will be one semester with an average of fifteen hours per week.



PLAN B

Where no in-school courses or programs of study exist which directly teach the required skills and technical information of the occupation, or where the courses exist but the student has not taken them, the cooperative occupational education program should be considered as the total entity. In this case, the coordinator should teach the related class which is to be: (1) a minimum of two periods for one school year, or (2) a sufficient number of units or modules of job-related instruction to achieve the stated

occupational objectives of the student. The minimum amount of occupational experience required by the student will be one school year with an average of fifteen hours per week.



PLAN C

Where courses exist which teach many of the competencies needed through a laboratory simulation or in-school experience approach, short-term cooperative experience--or series of them-- should be organized as individually designed and employment-based projects for students. Cooperative education, under Plan C, is predicted upon the following conditions:

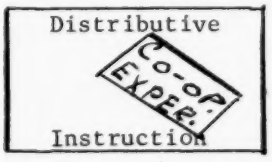
(1) that the cooperative education experience for the student is of relatively short duration

(2) that the laboratory teacher maintains close liaison with the cooperative education coordinator

(3) that the cooperative experience is supervised by the laboratory teacher and individual project plans are developed for each experience

(4) that related instruction is provided within the laboratory class, taught by the laboratory teacher

(5) that the cooperative experience is viewed as a supplemental learning experience for a student enrolled in a laboratory or simulation class. As such, school credit for the cooperative experience is given via the laboratory class:



PLAN D (For handicapped and disadvantaged students)

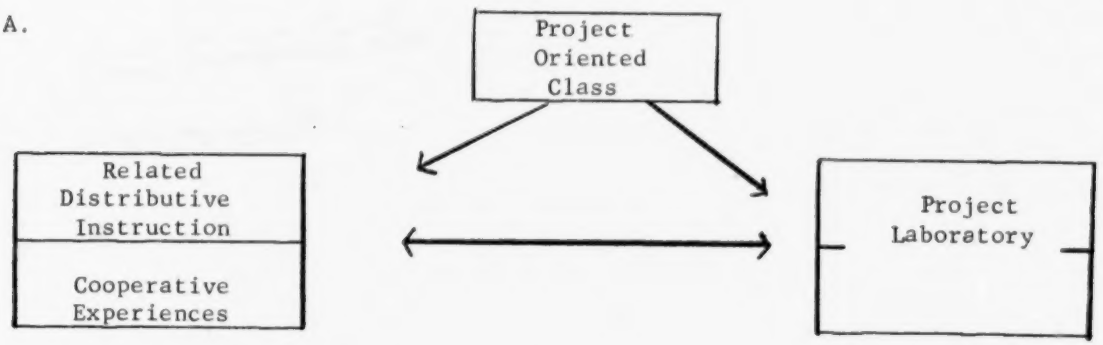
Plan D is designed primarily to assist disadvantaged youth in adjusting to the work environment by providing supervised and coordinated on-the-job training with related classroom instruction. Such programs will recognize the differing aspirations and ability levels of youth. Disadvantaged students

enrolled in the lower high school grade levels may be considered eligible for cooperative experience, provided they are at least fifteen years of age and provided they are enrolled in a vocational education program. The minimum amount of occupational experience required by the student will be one year. No average hours per week are specified. However, it is desirable that Plan D programs operate for a full school year and that students in these programs work a minimum average of 15 hours per week for the duration of the program.

In addition to Plan D which is designed primarily for disadvantaged youth, provision must be made for including disadvantaged and handicapped youth in cooperative programs.

Q. What could the program model look like if both the project-laboratory and cooperative methods were used?

A.



Q. Will all distributive education classes need to be blocked time?

A. No. In cases where the project-laboratory method is used, the first year of instruction may be of a single period. When the cooperative education method is used, the first year of instruction and the related class while on co-op may be single periods. These single periods will only qualify for funding if they are followed by the related class when using the cooperative method or by the two-hour block when using the project-laboratory method.

Q. What facilities and equipment are needed for distributive education?

A. To carry out the instruction and to achieve the objectives of the program, the equipment and materials used must be similar to those found in distributive businesses. Planning the facility will be affected by the size of the group to be served, materials, references and educational media needed for group or individualized instruction. Other activities that will influence the facility are counseling of distributive students, advisory committee meetings, model stores and DECA activities. Equipment needed will be determined by the areas of instruction to be covered.

Q. Will funding be available for distributive education programs?

A. Yes. Programs that are approved by the Vocational Education and Career Development Service will be receiving funds. Those new programs that were

initiated and approved during the 1971-72 school year will qualify for added costs. Beginning in the fall of 1972 all approved distributive education programs will qualify for added cost funding.

Q. Can present teachers receive in-service training to learn more about this new method?

A. Yes. During the spring of this year several in-service meetings will be held state-wide. These meetings will assist teachers planning to meet the guidelines. Such topics covered at these in-service meetings will be: equipment and facilities for distributive education, materials available for use in the project-laboratory, how to unite projects, individualizing instruction and other "how to" topics.

PREPARING INSTRUCTIONAL OBJECTIVES

Presented By
Larry McKinley

Course Content | Notes

What About Learning?

- The Learner
- The Subject
- The Method

Teacher----------->Teaching

- Where am I going?
- How will I get there?
- When will I know I have arrived?

Student----------->Learning

Learning - A building with many doors

"A Process of Unlocking Doors"

Opening Keys

- Prerequisites
- Description
- Objectives

NCR Course Design - A Systems Approach

- CDA
- SME
- SI

PHASES OF EDUCATIONAL DEVELOPMENT

Determine Training Needs	-	1) DETERMINE NEEDS
Write and Process EDR (Educational Development Request)	-	2) EDR PHASE
Analyze Job Performance	-	3) RESEARCH PHASE
Identify Training Requirements	-	
Write Performance Objectives	-	
Construct Criterion Measures	-	
Perform Learning Analysis	-	4) DESIGN & DEVELOPMENT PHASE
Design Instructional Materials	-	
Conduct Trial Instruction	-	5) VALIDATION PHASE
Evaluate Results	-	
Revise for Valid Performance	-	
Edit Manuscript	-	6) REVISION PHASE
Produce Final Copy	-	7) PRODUCTION PHASE
Release Course to Users	-	
Conduct Field Instruction	-	8) IMPLEMENTATION PHASE
Follow-up Graduates	-	
Review On-the-Job Performance	-	9) RECURRENT REVIEW & REVISION
Update Training	-	

Course Content

Notes

Preparing Instructional Objectives

Recall First Step: Job Performance Requirements

Recall Second Step: Is Training the Answer?

Prepare Third Step: Entry Level Skills and Instructional Objectives

What Are Objectives?

Three Features

-

-

-

Words Open to Many Interpretations

- To <u>really</u> understand
- To know
- To enjoy
- To understand
- To believe
- To really appreciate
- To grasp its significance
- To <u>fully</u> look at
- To have faith in

Course Content	Notes

Objective - Major Categories

- Discrimination
- Verbal
- Motor Performance

Describe by "Doing"

- To write
- To recite
- To identify
- To differentiate
- To solve
- To construct
- To list
- To compare
- To contrast

"The KISS Principle"

DISCRIMINATION	VERBAL	MOTOR PERFORMANCE
- _____	- _____	- _____
- _____	- _____	- _____
- _____	- _____	- _____
- _____	- _____	- _____
- _____	- _____	- _____
- _____	- _____	- _____
- _____	- _____	- _____
- _____	- _____	- _____
- _____	- _____	- _____
- _____	- _____	- _____

"IMPOSING CONDITIONS UPON THE LEARNER"

- Given a list of . . .
- Given a matrix of intercorrelation . . .
- Given a standard set of tools . . .
- Given a properly functioning . . .
- Without the aid of references . . .
- Without the aid of tools . . .

GUIDES TO IDENTIFYING ASPECTS OF TERMINAL BEHAVIOR THAT YOU WISH TO DEVELOP

- What will the learner be provided?
- What will the learner be denied?
- What are the terminal behavior conditions?
- Are specific skills being excluded during the learner's development?

<u>VALIDATION</u>

- Developmental
- Field Testing

OBJECTIVE WORKSHEET

General Statement of Objective	Conditions (Givens - Constraints)	Performance Expected To Demonstrate Achievement

SUBJECT DEVELOPMENT PLAN

Instructor _____
CDA _____
SME _____

SUBJECT

OBJECTIVE

- Prepare him (Explain)
- Tell him (Use)
- Show him (Illustrate)
- Have him (Do it)
- Check him (Progress)

TRAINING APPROACH

MEDIA CHECKLIST

_____ 35 mm slides & projector
_____ Overhead slides & projector
_____ Video tape & recorder
_____ Student manual
_____ Application material
_____ Audio tape & recorder
_____ Equipment
_____ Instructor guide
_____ Product information manual
_____ Guest speaker
_____ Support publications

Other Materials

_____
_____
_____
_____
_____

Critical Dates:

Editing _____
Production _____
Reproduction _____
Instruction _____

OBJECTIVES

Selling Skills Section

- Given the publication, the NCR Yardstick, a course outline, and selected sales development books, and using personal notes -- the student will be able to name and describe the five fundamentals by which a store system is measured. He must meet the minimum requirements of either an oral or written exam.

- Given a completed survey form, the student will be able to measure the effectiveness of the prospect's system against the NCR Yardstick. He must do this as a team assignment.

- Given selected approach material, a handout, and using his personal notes -- the student will be able to demonstrate his ability to make an approach by arousing the prospect's interest in discussing his business system. He will be required to make an approach in a student-instructor role-play situation.

- Given the Universal Demonstration script, selected visual aids, and a course outline -- the student will be able to give a verbatim demonstration of a selected NCR system.

- Given a course outline, selected sales development books, and drawing on past sales experience -- the student will cite specific objects or conditions the salesman should look for, upon entering a prospect's business establishment; and explain the reasons why. He will be required to take an oral or written exam, meeting the minimum passing requirements.

- Given selected audio-visual aids, a course outline, and using personal notes -- the student will be able to name the human weaknesses and cite specific results attributed to each.

- Given the Professional Selling Skills Course, selected PSS material relating to NCR systems, and using his personal notes, the student will be able to demonstrate his ability to do the following in a student-instructor role-play situation.

    1) Make an Initial Benefit Statement
    2) Use a Supporting Statement
    3) Make a Proof Statement
    4) Probe
    5) Answer Objections
    6) Close the Sale

- Given a student outline, selected survey forms, a checklist of points to cover, and drawing on past sales experience -- the student will be able to demonstrate his ability to take a survey, covering the following points:

1) Fill out a survey form and explain why certain information is important, and how it will be used
2) Demonstrate the proper ways to ask questions
3) Explain the importance of visual observation on the survey
4) Describe why the psychological aspects of the survey are important
5) Demonstrate how to translate survey data into opportunities for loss by filling out a weakness sheet

Business Skills Section

- Given a course outline, the PSS Selling Skills Course, and using personal notes and past experience -- the student will be able to demonstrate his ability to handle customer complaints in the following situations:

  - Customer complains about service
  - Customer complains about delivery
  - Customer complains about previous salesman
  - Customer complains about mistreatment by NCR administrative person

  He may be required to defend his position in a student-instructor role-play situation, or meet the minimum requirements of an oral exam.

- Given a check list of proper telephone techniques, a telephone, and selected audio-visual aids -- the student will be able to use the telephone as a business tool in the following situations:

  - Make and confirm appointments with prospects
  - Confirm installation dates and responsibilities
  - Make collections

- Given a student outline, selected materials, and using his personal notes -- the student will be able to organize his selling activities in the following areas:

  1) Fill out report of calls forms
  2) Fill out weekly plan card and set priorities on selling activities
  3) Update plan card as activities are completed
  4) Organize and maintain prospect file
  5) Maintain 30 - 60 - 90 day prospect list
  6) Establish personal SEF activities needed to maintain quota
  7) Analyze past-due accounts list for customers who need immediate attention
  8) Fill out an expense statement

- Given selected audio-visual equipment (audio-visual equipment, 35 mm slide projector, 16 mm projector and screen) and operational instructions for each, the student will demonstrate his ability to set up and operate the equipment.

Miscellaneous Section

- Given selected material about NCR group benefits, the student will be able to describe the benefits which are available to his family, in an oral or written exam.

- Given an NCR price list, and selected pricing exercises -- the student will be able to locate information in the price list and determine the price of the machines listed in the exercises.

- Given a course on the pricing and control of bar beverages, selected feature material, a completed survey form, and installation procedures for the EBS -- in a team assignment, the student will be able to demonstrate his ability to make an EBS approach call on a prospect, analyze the survey and complete the weakness sheet, make a weakness sheet presentation, and demonstrate an Electra Bar System to overcome the weaknesses, to the satisfaction of the instructor. He will be required to pass an oral or written exam on installation of an EBS.

- Given the background and conditions which cause loss of profit in selected lines of business (other than drug, grocery, service station, and bar-restaurant), and a course outline -- the student will be able to identify and explain the common losses which occur in each of them. He will be able to complete a weakness sheet from a completed survey form, make a weakness sheet presentation, and demonstrate an NCR system to overcome the weaknesses -- as part of a team assignment, in a student-instructor role-play situation.

SMI-NCR-DE Checker Section

Introduction to Food Retailing

- That the student be given an introduction to food retailing by means of a film presentation, after which he will be asked to recall in a question-and-answer session significant facts about the food store industry.

The History and Development of Food Merchandising in the United States

- Given a list of retail development, the student must be able to list the significant changes which occurred during each one.

The Grocery Department

- That the student be able to list, differentiate between, and give examples of five of the six methods used in food preservation.

- That the student be able to fill in, on a blank diagram of a store arrangement, those areas assigned to grocery items.

- That the student be able to list and describe the four types of special displays used in the grocery department.

The Meat Department

- That the student be able to compare a self-service, semi self-service, and butcher-service type meat operation and give advantages and disadvantages of each.

The Positioned Amount Control System of Register Keyboard Operation, Part 1

- That the student be able to use the proper method of register keyboard operation.

The Produce Department

- That the student be able to list the five major categories of produce and give two examples of each.

The Dairy and the Frozen Food Departments

- That the student be able to state the usual location of the dairy and the frozen foods departments and the primary reason for each location.

The Mechanics of Cash Register Operation

- That the student demonstrate the mechanical skills needed to properly operate the checkout cash register.
    - Changing the receipt paper roll
    - Changing the detail paper roll
    - Changing the date
    - Removing the cash drawer
    - Understanding the ink ribbon lever
    - Releasing a jammed key
    - Correcting a paper ball-up
    - Operating the register with the crank handle
    - Locking the register

The Effective Use of the Different Department Keys

- That the student be able to record amounts on the different register department keys, completing at least 10 of the 20 practice exercises. The student must use the proper fingering method of register keyboard operation and score at least 90 per cent. Each practice exercise counts 10 points.

Tax Computation and Selective Itemization

- That, given a list of amounts, the student be able to compute the correct sales tax for each amount.

- That the student be able to follow the correct procedure for checking taxable and nontaxable merchandise.

The Handling, Sorting, and Bagging of Merchandise

- Provided with a programmed instruction booklet, the student must complete it, and demonstrate that he can handle, sort, and bag merchandise in the correct manner.

Test on the Produce Department

- That the student be able to identify each of 25 produce items presented on 25 successive slides.

Cashing Checks

- That the student be able to identify payroll checks and personal checks and, given a set of examples, be able to identify those checks which are acceptable or unacceptable for cashing.

Handling Money and Making Change

- That the student be able to make change, follow the conventional method step-by-step.

- That the student be able to recognize different denominations of coin rolls presented in the problem exercises.

- That the student describe the precautions necessary to safeguard money.

Dispensing Trade Stamps

- That the student be able to state the procedures used to dispense trading stamps by the manual and semi-automatic methods and with the automatic stamp dispenser.

- That the student be able to fill an automatic stamp dispenser.

Computing Divisions of Grouped or Multiple-Priced Items

- Given a list of divisions of multiple prices, the student must be able to compute the correct unit prices with a score of not less than 90 per cent.

Checking Out Merchandise, Part 6

- Given four shopping carts containing grocery, meat, produce, dairy, frozen foods, and bakery merchandise, the student must be able to check the orders with speed and accuracy; weigh produce; compute sales tax correctly; make change automatically; dispense change automatically; dispense trading stamps automatically; compute divisions of multiple prices; cash checks; and follow an established procedure to be evaluated.

Actual Store Tour

- When touring an actual store, the student must ask one question of the manager of each of the following departments: grocery, meat, produce, dairy, frozen food, and bakery. The student must also ask one question of the head cashier. These questions must come from a question sheet which the student prepares in advance.

The Front-End Operation and Its Significance for the Checker

- That the student be able to list at least six general front-end policies of a supermarket

Procedures for Balancing Cash

- Given a practice set of simulated store conditions, the student will be able to fill out a checker's summary sheet and one section of a daily store report with the assistance and direction of the instructor.

Checking Out Merchandise, Part 10

- Given four shoppers' carts containing grocery, meat, produce, dairy, frozen food, bakery, and miscellaneous merchandise, the student must be able to check the orders with speed and accuracy; weigh produce; compute state sales tax correctly; make change automatically; handle merchandise adjustments; handle coupons and bottle returns; cash checks; and follow an established procedure to be evaluated.

- After completing this unit of instruction, the student must be able to check out 30 items of merchandise within a time limit of 57 seconds. This time is to be measured from the recording of the first item to the first register subtotal operation.

- Given four orders of merchandise, the student must be able to handle, sort, and bag merchandise using the correct method.

SELECTED READINGS

otherwise called

"I Really Am Serious About My D.E. Program"

"Preparing Instructional Objectives"	Robert F. Mager Fearon Publishers	1961
"Developing Vocational Instructic"	Robert F. Mager Fearon Publishers	1967
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"Designing Training and Development Systems"	William R. Tracy American Management Association	1971
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"Instructional Development in the High School" Audio-Visual Instruction, December 1971	Hal Cress Niles Township High School Skokie, Illinois	
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READING LIST FOR PROJECT METHOD IN DISTRIBUTIVE EDUCATION

Prepared By
Ann Lind
Formerly Supervisor of Distributive Education
Detroit Public Schools

ADVERTISING

Visual thinking in advertising. Edith Heal Berrien. Holt. 128 p $2

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How to write a good advertisement: a short course in copywriting. Victor O. Schwab. Harper & Row. 227 p $4.95

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A videotape image self-analysis case study of senior high school management-sales students. Jeffrey L. Graves. Southern Illinois University at Edwardsville, M.S. thesis '69

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PROJECT BULLETINS

Prepared By
Ann Lind
Formerly Supervisor of Distributive Education
Detroit Public Schools

Seven workshop bulletins, a collection of sample projects from the University of Wisconsin, and a few miscellaneous articles are listed below--with special reference to actual projects that high school students can handle. These handbooks are useful sources of help to coordination because they give the instructional guidelines needed in planning as well as samples incorporating the essentials.

1. A Development Program Utilizing Simulated Occupational Experience in Distributive Education. University of Kentucky, 1970.

   "The Sign Press" - A project in detail

2. Project Development Institute for Distributive Education. Montana State University, 1968.

   Five groups of projects:

   Projects with Commonalities in the Four Occupations

   Projects to Prepare a Variety Store Salesperson

   Projects to Prepare a Department Store Salesperson

   Project to Prepare a Service Station Attendant

   Project to Prepare a Food Store-Stock Clerk

3. Guidelines for Implementing the Project Plan of Instruction in Distributive Education. Michigan State University, 1968.

   Instructional guidelines mainly.

4. Readings in Distributive Education. Michigan State University, 1967.

   General information.
   Ideas for projects - pages 129-133

5. A Selected and Annotated Bibliography Related to Cooperative and Project Methods in Distributive Education. Michigan State University, 1967.

   "Section Two - Project Method" - page 83
   This section lists projects suitable for high school D.E. classes.

6. Distributive Education Project Development Workshop. Rutgers State University, 1967.

   Lists sample projects under three headings: class group, small group, individual.

7. Distributive Education in the High School. A U. S. Office of Education Bulletin reprinted by Western Michigan University, 1965.

   Classification of projects - pages 53-55

8. National Workshop in Project Development for Distributive Education. University of Wisconsin, 1967.

   Lists 21 sample projects.

   In a conference with Mrs. Theressa Brinson, Distributive Education Supervisor, Detroit Public Schools, the following information was obtained:

9. Many projects are under way in Detroit Public Schools.

"Project Implementation in Distributive Education"

Harland E. Samson, University of Wisconsin

There once was an old carpenter who was very proud of his saw. He boasted that he had used the same saw for 30 years. "You mean," said a visitor, "that you have used this same saw day after day for 30 years?" "Yep," answered the old man, "and all it ever needed was six new handles and nine new blades." Distributive Education has been used day after day for well over 30 years, and I am beginning to believe that it is a bit like the old carpenter's saw. In overall appearance D.E. looks the same year after year; but upon closer examination, one will see that it has, from time to time, new teeth and occasionally a new handle. The adoption of the project approach in the last ten years seems to me to be a new handle.

WHAT'S ALL THE NOISE ABOUT PROJECTS?

Early rumblings about the project approach came in the early 1960's. John Beaumont pointed out in 1963 the following observations which foreshadowed the formalization of the project approach:

1. The report of the Panel of Consultants for Vocational Education places emphasis on people and their needs rather than occupational categories. Vocational education might be described as "people business." The Panel recommends pre-employment training for the distributive occupations.

2. A report entitled, "The Federal Government and Education," (issued in June, 1963, by the Committee on Education and Labor, House of Representatives, 88th Congress, First Session) says that distributive education is "handicapped by the legislative limitation which restricts training to persons over 16 years old who are already employed in distributive work."

3. New vocational education legislation includes a provision that "any amounts allotted (or apportioned) under such titles, Act, or Acts

> for distributive occupations may be used for vocational education for any person over 14 years of age who has entered upon, or is preparing to enter upon, such an occupation, and such education need not be provided in part-time or evening schools."[1]

Additional noises were heard as the Vocational Education Act of 1963 became a reality and the funding of the new legislation spread across the land. Mary V. Marks stressed the equality of projects and cooperative education. "The goals of project and cooperative training are the same. No matter how instruction is organized, when it is identified as vocation distributive education, there are no differences in the results desired."[2]

Nineteen sixty-seven became the year of the big thrust in project planning and development for Distributive Education. The National Seminars in Distributive Education sponsored by Michigan State University and Arizona State University prepared the teacher educators and state staff. The National Distributive Education Project Development Workshops sponsored by the University of Wisconsin and Rutgers-The State University provided developmental input by D.E. teachers and coordinators. The workshops, in-service programs, and demonstration projects carried out by many of the states moved the project approach to distributive education into reality. Now, five years after the big push, noises are still being made about projects. What are they? How do I use them? Where do I get them? Who uses them? When are they used? These and similar questions are not uncommon; they have been asked before. The answers seem to get better every year, though!

Projects are not new now, and they were not new in 1960. The project

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[1]John Beaumont, "The Emerging Program of Distributive Education," Implementation of Vocational Education in Distribution, H. Samson (Ed.) Distributive Education Office, University of Wisconsin, 1967, p. 12.

[2]Mary V. Marks, "Similarities and Differences in Project and Cooperative Training," Readings in Distributive Education, Project Report No. 5, East Lansing: Michigan State University, 1968.

approach to education was brought into eminence by William Heard Kilpatrick.[3] The use of projects occurred even earlier in the area of agriculture.[4] These developments are described succinctly by Ernest E. Bayles.[5] Neither are projects new to Distributive Education. "Projects" per se have been used rather extensively by teachers and coordinators for as long as D.E. The definition of a project thus may be in order.

WHEN IS A PROJECT A PROJECT?

Definitions of "projects" over the years tend to be highly consistent. The project as ". . . a problematic act carried to completion in its natural setting,"[6] view of Stevenson in 1921 is consistent with the Dictionary of Education statement, "Project: A significant, practical unit of activity having educational value and aimed at one or more definite goals of understanding; involves investigation and solution of problems and frequently, the use and manipulation of physical materials; planned and carried to completion by the pupils and teacher in a natural, 'real life' manner."[7] My own definition is, "Projects are carefully organized activities and experiences designed to provide students realistic vocational application and practice of the content learned in the distributive courses."

It becomes apparent that much of what is labeled "projects" in the D.E.

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[3]William Heard Kilpatrick, Foundations of Method, New York: The MacMillan Company, 1926.

[4]Franklin Ernest Heald, The Home Project as a Phase of Vocational Agricultural Education, Bulletin No. 21 (Agricultural Series No. 3) U.S. Dept. of Ag., September, 1918.

[5]Ernest E. Bayler, "Project Method in Education," Readings in Distributive Education, Project Report No. 5, East Lansing: Michigan State University, 1968.

[6]John A. Stevenson, The Project Method of Teaching, New York: MacMillan Co., 1921, p. 43.

[7]Carter V. Good, Dictionary of Education, New York: McGraw-Hill Book Co., 1959, p. 421.

texts and materials we use and what is casually referred to by teachers as "projects" are indeed not projects in the sense used here. They may be very good learning activities or exercises, but most would never meet the criteria of a project. Projects represent structured, real-life experiences that encompass a complete entity of occupational activity.

WHAT IS THE ANATOMY OF A PROJECT?

The bare bones treatment of a project would reveal seven essential elements. These elements would be found in every project document. The project document is the material used by the teacher and student and describes the project as shown in the attachment, "Essential Elements of a Project."

WHERE DO PROJECTS FIT INTO THE STREAM OF D.E.?

Projects are not limited to the senior year but may be dropped into the curriculum at any point. If the project approach is being used as an alternative to cooperative education, then, of course, it will be found in a highly organized form as a project laboratory to the capstone course. Organizationally, the project plan may be visualized as shown in the attachment titled, "The Project Plan in the Secondary School." The diagram attached and titled, "The Whole Person Concept of D.E." illustrates how projects (or cooperative education) serve to integrate the educational experiences of the student into "job readiness" behaviors which enhance obtaining and maintaining employment.

Assume that the circle is the entirety of a person - the whole person - as an individual, citizen, and worker. Much of what the whole person needs comes from educational experiences during the K-12 period. Involvement with D.E. introduces specific skills, knowledges, and attitudes usually taught as segments or portions of what will later become a whole. Competencies, individually or in clusters, will be taught in what is frequently called the preparatory or related learnings course(s). The pulling together, the integration,

the polishing of these competencies into actual job readiness behaviors is the primary purpose of projects or cooperative experiences. Let me demonstrate this process of moving from the single and simple behavior or knowledge to the complex and life-like entity of occupational performance.

Teacher Talk - Product Information - The Nail - What do you know about this simple nail? Let me tell you about it. First, it is made of tempered steel. (It will penetrate poured concrete). Second, it has lengthwise fluting on the shaft (it prevents splitting in wood or concrete). Third, the fluting is spiraled (gives a screw-like grip and won't pull out). Fourth, the head is formed as an integral part of the nail (won't split off and will countersink on final blow of hammer). Now, just on this information alone, you probably would expect to pay 6 or 7 cents apiece for such a superb nail. Actually, you can get a pound for 60 cents, and there are about 70 in a pound. This represents a basic lesson on importance of product information to establish value in the minds of the customer.

Student Talk - Salesmanship - How to Introduce Yourself. To get the student involved with their learning and develop personal skill, start getting them on their feet and talking early in the program. Demonstrate how an introduction might be done - "Good morning, my name is Harland Samson, and I represent Distributive Education in this city." Now stand, offer your hand and give such a greeting to your neighbor just as if you were coming into his office or business place. Now reverse the procedure. What did you learn about a stand-up introduction?

Now that we have had the teacher demonstration and the student involvement example, we move up the ladder to learning activities that depend more on the student to plan and pace his own learnings. In response to the fine piece of research by Lucy Crawford which identified competencies, needed learning activity packets are being designed. These LAPS serve as a vehicle for instruction via

total class, small group, or even individuals. Through such LAPS, teacher instruction on common content for all students, and the student involved independently on uncommon content, the fundamental knowledges, skills, and attitudes for distributive employment are learned. It is for the purpose of pulling these all together for job readiness that we need projects and/or cooperative education.

WHAT ARE SOME EXAMPLES OF PROJECTS?

Projects are hard to describe without referring to the project document. These descriptive titles may help a bit:

1. Organizing and operating a school store
2. Operating and serving in an emergency and peak-time employers service
3. Organizing and operating a business service agency
4. Conducting a business consulting service for small businessmen
5. Setting up a sales associate program

These projects could constitute a year-long program of involvement for the entire class. Other projects may not be so all encompassing, but still meet the basic definition. During the course of a school year, three, four, or more of the smaller-scope projects might have to be planned. In nearly all projects, the project problem would need to be analyzed and sub-sections of work segregated and then handled by one or a few students. These sub-sections are then fed back into the overall at appropriate times. For some students the need to study rather specific occupational areas may require two to five individual projects. Thus, during the course of the capstone year there could be one or more overall total class projects; four or five smaller projects to be carried out by a small group of students, and two to five projects completed by each student individually. The management of this can be quite a chore.

HOW IS THIS THING MANAGED?

Clearly, the Robert Mager concept of the "teacher-manager"[8] must operate in the D.E. program where the project approach is used. The teacher-coordinator must (1) plan, (2) organize, (3) lead, and (4) control.

Essential to the success of the effort is the presence of plenty of well-designed and properly field-tested project documents. The coordinator must have in his files a project that will match the needs and interest of each and every student when the student is motivated and ready to learn. If plenty of projects are available, the remainder of the management is relatively simple. Keep in mind that prior to the senior year, students should receive experience in the use of projects and be able to operate fairly independently on learning activities. Once you have the students underway, they will be cycling back to the instructor on a staggered schedule. It would be unlikely to have all the students completing a project on the same day. Schedules would have to be maintained for the reporting back of students who have finished a project and need to share with classmates. Frequently outside resources will be in the class, and all students will want to hear them. To illustrate this, let me compare the merchandising cycle and the project cycle. They are similar in that each must proceed in a step-by-step manner. They both began with some analysis and end with some type of evaluation of performance. The good teacher, like the good buyer, must learn to delegate responsibilities, or they won't have time to get all the tasks done.

PUTTING WHEELS UNDER THE PROJECT PLAN

Before trying to get the project plan rolling, the objectives, needs, resources, and similar factors on a given program must be carefully reviewed.

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[8]Robert F. Mager and Kenneth M. Beach, Jr., Developing Vocational Instruction, Palo Alto: Fearon Pub. 1967, p. vi.

The decision to establish a project plan should come from the result of knowledge and not as an accidental by-product of other concerns. It cannot be stressed too much how important it is to have a full file of project documents as well as the references and resources needed by each. The coordinator's planning time and access to a reasonably well-equipped laboratory are also critical. It can be done, though; for already we have quite a number of coordinators buzzing away with projects as a new handle on their saw.

Essential Elements of a Project

Harland E. Samson, Professor
University of Wisconsin

Projects may be, through design or usage, total class efforts, small group activity, or an individual task. The elements described here would seem to be essential to any project regardless of the number of persons who will carry it out. Some aspects of the project may become more complex with group or total class involvement, thus necessitating more detail and time from the teacher. The seven essential elements are described, and a summary sheet is attached.

Descriptive Title. The name given to a project should provide some insight into what it is all about and also provide some stimulation to the student. The cold, sterile caption, "Selling - Project 19," will go over with students and with most teachers like week-old fish. The project may be coded to facilitate filing and retrieval, but the title, like an advertising headline, should tell a good story.

Objective or Purpose. The teacher may have different objectives in mind even when using the same project with two different students. Because of this, specific objectives of a project may not appear on the project document itself. The establishment of objectives would come through a teacher-student conference on needs and interest of the student. This step must be carefully done, for all that follows depends on the wisdom of the decision made in this planning conference. When the teacher and student have agreed on what the purpose of the project activity is going to be, it should be recorded by both the student and the teacher--perhaps on a project planning record rather than on the project document. The rationale, which should be on the project, and the project activity, should be written in sufficient detail so that certain purposes and possible outcomes are apparent by just reading the project document.

Nature and Scope. Every project should have a preliminary statement that "sets the stage" or gives a rationale for the activity that is to follow. This preliminary statement should provide sufficient detail so that the nature of the activity can be determined (in school or out of school), so that the nature of learning can be determined (cognitive, affective, or psychomotor) and so that the level of the main activity is known (facts, processes, etc.). It may be that the code mentioned earlier will contain this information, but, even so, the project document should contain an introductory statement that would be meaningful to any person who might have reason to read or use it.

Materials, Equipment, and Resources. This element could be provided to the point of useless boredom. It is my feeling that those things normally expected in a reasonably well-equipped high school distributive education laboratory need not be listed time after time. This element should contain those rather special or unique items which may not be present or available for the student. For example, microscope, closed-circuit television, miniature model store, or a community resource such as Better Business Bureau. Any items which may be needed in more than what would be the usual supply should be listed. Resources which may be available but would take considerable lead time should be mentioned.

Pre-Project Preparation. In an on-going program using the project training, each student will be continuously working through a sequence of activities which are periodically reviewed and adjusted according to need. Because of this, one may think that pre-project preparation would be accomplished by successful completion of a previous project. Such is not the case. Each student will have a unique sequence of work, thus every new project should be viewed as requiring some pre-project preparation. There should be on the project document a statement of what readings, facts, competencies, and supporting information the student should have before commencing the project. The inclusion of this element will help the teacher avoid assignment of projects requiring backgrounds not possessed by the student.

Step-by-Step Description. Some projects are designed with the philosophy of "let it be a challenge to you." Such projects, after an introductory description, conclude with a statement, "when you have completed this, have your instructor check it." Preparation of projects in this manner abdicates the key role that the project should play in developing learning within the student. The student needs to be guided, sometimes very specifically, other times more generally; but guided he must be. The step-by-step description of what is to be done is the real guts of a project. It is this portion that develops the skills, understandings, and attitudes within the student. It is this portion that gives the direction and guidance to the student in the absence of the teacher. Without step-by-step directions to guide the student, the project runs the risk of generating a major misdirection of student learning. Through step-by-step guidelines, the student will know when he is to check progress with the teacher. He will know the sequence in which the work is to be done. He will know how he is progressing in light of the total activity to be performed. The importance of corrective information to effective learning has been stressed. Through carefully planned step-by-step descriptions, appropriate check points for possible corrective information can be built into the project.

Evaluation. The project document should contain a provision for an explanation of the process to be used in evaluation. Two types of evaluation should be carried out. The teacher should make an analytical evaluation of the project completed by the student. This would reveal the nature and degree of learnings accomplished. The student should make his own evaluation on the degree of learning he felt he had received and satisfaction the learning has given him in light of his occupational goal. The evaluation aspect of the project is somewhat akin to the objectives. The specific provisions for this element may not be found on the document, but the general provision for this should be at least outlined.

These various elements, although all necessary, are not of equal importance. The three key elements which should receive the greatest amount of concern in project development would be: (1) the purpose and objectives, (2) the step-by-step description, and (3) the evaluation phase. The fact that two of these three involve extra effort not specifically provided for on a project document should alert teacher educators to the importance of stressing these phases in teacher education classes. Because the detail on objectives and evaluation are not apt to be provided, they may get only minimal treatment in actual practice.

The following checklist provides a listing of each essential element to be contained within a project:

Descriptive Title.

Gives area and nature of study.

Objective or Purpose.

Rationale provided and project is in sufficient detail to suggest possible outcomes.

Nature and Scope.

Nature of activity given, learning identified, and level of activity stated.

Materials, Equipment, and Resources.

All special items listed and unusual usage of standard items given.

Pre-Project Preparation.

Statement of readings, facts, competencies, and supporting information expected of student.

Step-by-Step Description.

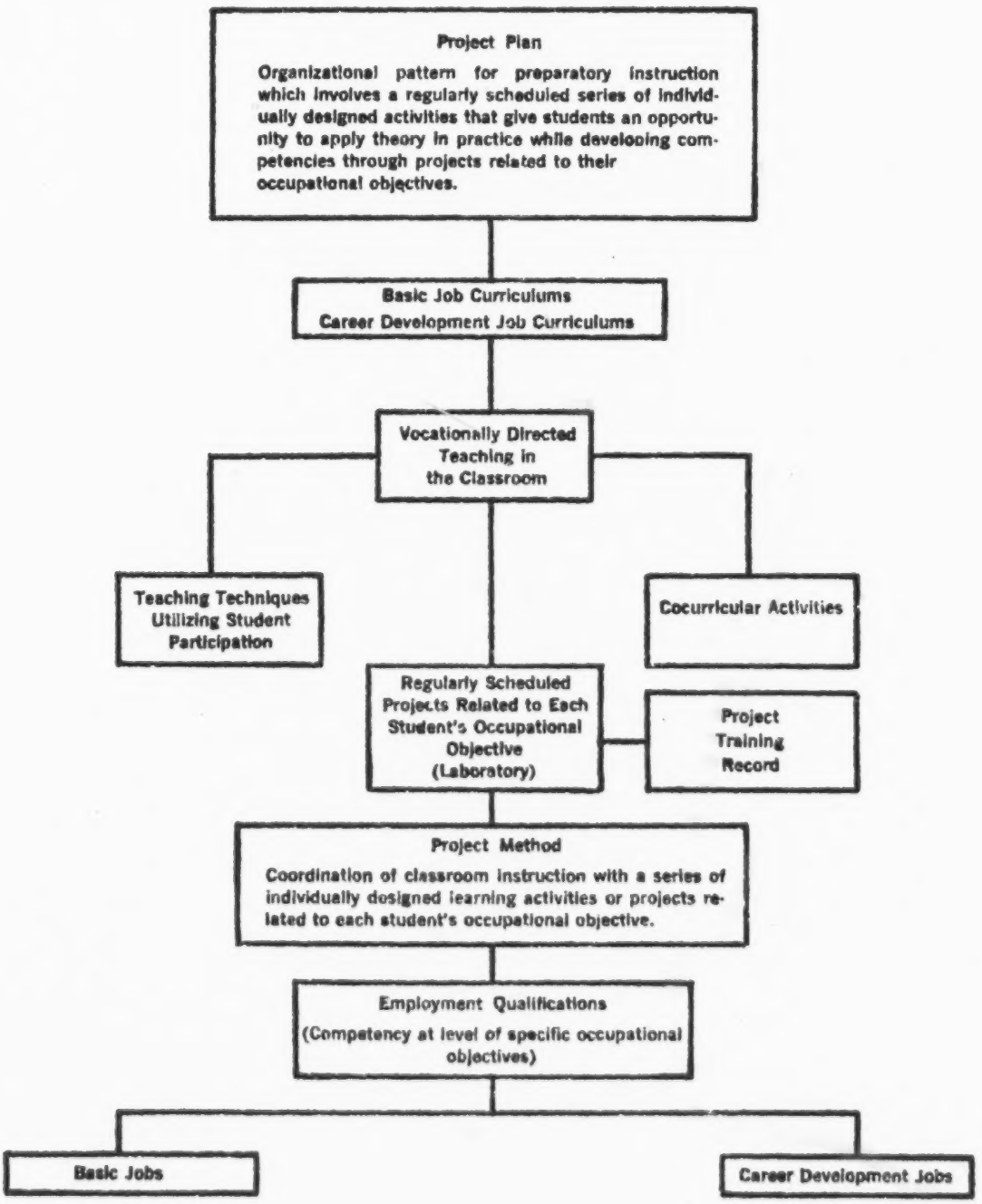
A step-by-step and phase-by-phase guide is given which assures the correct sequence for learning.

Evaluation.

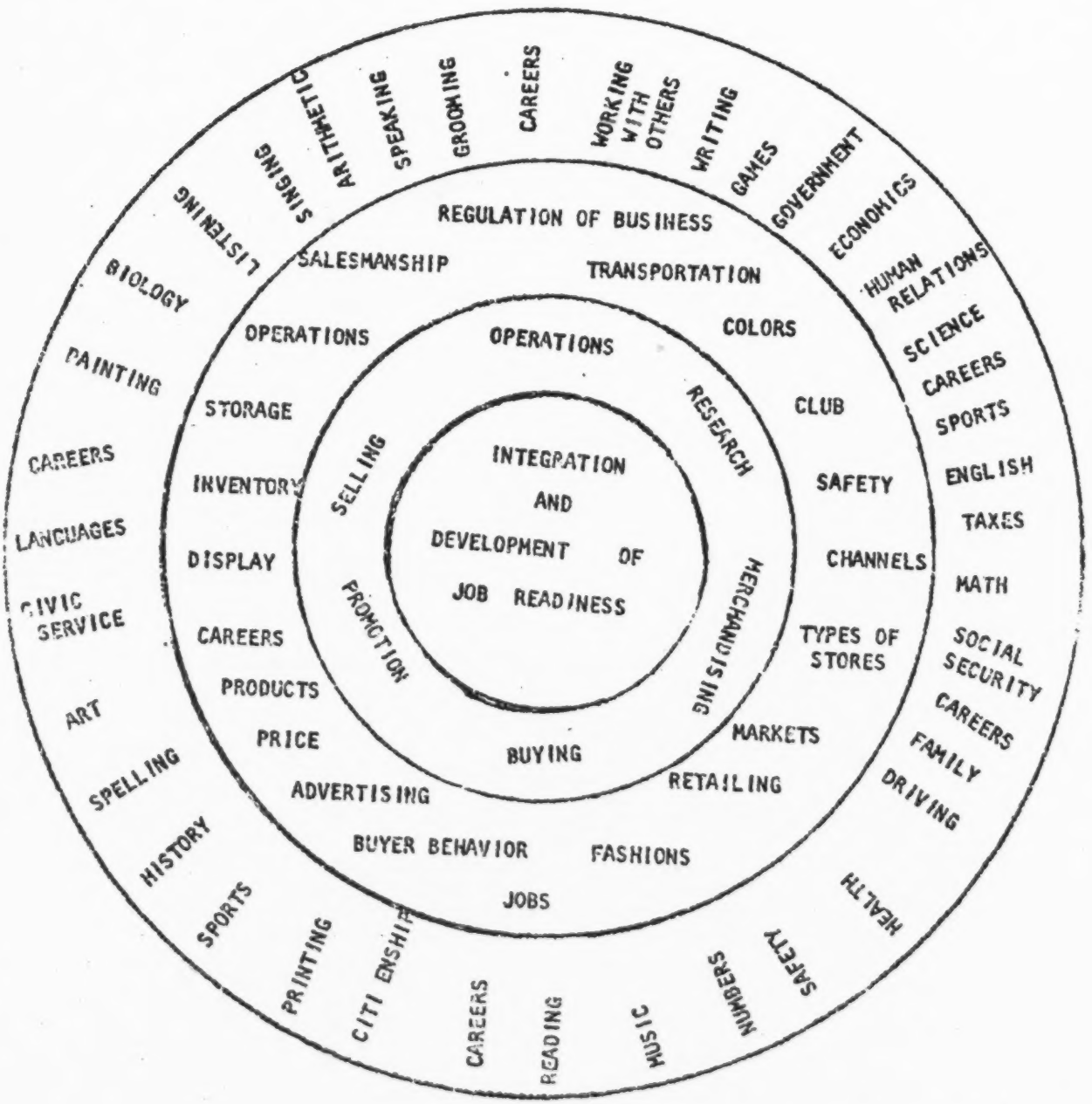
Provision for both teacher and student evaluation that will lead to next experience.

UW/HES/69
119 (3)

THE PROJECT PLAN IN SECONDARY SCHOOLS


Project Plan
Organizational pattern for preparatory instruction which involves a regularly scheduled series of individually designed activities that give students an opportunity to apply theory in practice while developing competencies through projects related to their occupational objectives.
Basic Job Curriculums
Career Development Job Curriculums
Vocationally Directed Teaching in the Classroom
Teaching Techniques Utilizing Student Participation
Cocurricular Activities
Regularly Scheduled Projects Related to Each Student's Occupational Objective (Laboratory)
Project Training Record
Project Method
Coordination of classroom instruction with a series of individually designed learning activities or projects related to each student's occupational objective.
Employment Qualifications
(Competency at level of specific occupational objectives)
Basic Jobs
Career Development Jobs

THE WHOLE PERSON CONCEPT



H. E. Samson COORDINATION OF VOCATIONAL INSTRUCTION (Not to be reproduced)

Notes on Implementing Project Approach to Distributive Education

Projects Needed - based on a class of 20 students

Total class projects	=	3
Small group projects (6 groups x 4)	=	24
Individual projects*(20 students x 4)	=	80
TOTAL PROJECTS NEEDED		107

*Considering duplication of interest as well as diversity of interest, an estimate of 4 seems to be reasonable.

Distribution of Teacher Time During Project Laboratory - based on a class of 20 students with 500 minutes of lab time each week.

165 minutes (about 1/3 of time)	Group Activities - Teacher-directed. Teacher presentations, presentations by community resources, student reports and demonstrations.
170 minutes (about 1/3 of time)	Counseling and Planning - Teacher/Student. Planning for projects, setting up projects for students, finding resources, setting goals and objectives.
165 minutes (about 1/3 of time)	Checking and Evaluating - Teacher/Student. Discussing progress, checking completed phases, evaluating final product and resolving questions.

Project Teacher-Manager Activities

Plan	Organize	Lead	Control
Time/Sequence	Project document file	Orient to projects	Set objectives
Feedback process	In-school resources	Motivate	Counsel
Schedule	Out-of-school resources	Respond to needs	Set check points
Common/uncommon	Working/learning group	Demonstrate procedure or usage	Set criterion measures

Project Patterns in High School Distributive Education

Note: The term "Capstone" implies the senior year control course that is directly related to either the cooperative education experience or the project-laboratory experience. Enrollment in a given Capstone class should be either cooperative plan students or project plan students. Exceptions might be in smaller schools where total distributive enrollment might not be sufficient for two sections. All project or cooperative experiences are in addition to the Capstone course. In the project plan, Capstone time and laboratory time might be intermingled for greater efficiency from time to time.

I	-	Schedule	-	Capstone	-	50 minutes daily
				Laboratory	-	100 minutes daily
II	-	Schedule	-	Capstone	-	50 minutes daily
				Laboratory	-	50 minutes MWF 100 minutes Th
III	-	Schedule	-	Capstone	-	50 minutes daily
				Laboratory	-	100 minutes odd (or even) days
IV	-	Schedule	-	Capstone	-	60 minutes odd days 20 minutes even days
				Laboratory	-	100 minutes odd days
V	-	Schedule	-	Capstone	-	40 minutes daily
				Laboratory	-	80 minutes daily open lab (available 120 minutes daily)
VI	-	Schedule	-	Capstone	-	48 minutes daily
				Laboratory	-	192 minutes twice weekly
VII	-	Schedule	-	Capstone	-	40 minutes daily
				Laboratory	-	continuous open lab

CLASS PROJECT PROGRESS RECORD Sheet 2

STUDENT	PROJECT	START	CHECK	CHECK	CHECK	CHECK	FINISH
Jill Angel	H-8 Making Change	11-3	11-16				
Elroy Baugh							
Bill Brostrom							
Jean Crumpley	H-3 Display Service	11-7*					
Sue Dudley							
George Dunn	School A-2 Promotion	11-4*	11-12				
Dwight Essex	C-7 Retail Bureau	9-28	10-6	10-21	11-4		
Carol Finley	School A-2 Promotion	11-4*	11-12				
Craig Forester	Show Card H-4 Lettering	10-29	11-2				
May Hargreaves							
Mike Hinkel	H-3 Display Service	11-7*					
John Hooper							
Mary Martin	C-5 Speakers Service	10-11	10-13	10-22	11-7		
Ernie Nevers	H-3 Display Service	11-7*					
Gail Strong	H-8 Making Change	11-10					
Paul Tripp	B-9 Store Layout	10-6	10-21	10-29	11-1		
Wayne Turner							
Nancy Waterfield	H-3 Display Service	11-7*					
Nat White							

11/15

"The Distributive Education Umbrella"

by
Lucy C. Crawford*

Distributive education is an umbrella term for educational programs designed to prepare distributive workers in a wide variety of businesses. The scope of distributive education is so broad that it is necessary to examine its many components in order to comprehend what the umbrella covers. There are several ways of categorizing distributive businesses. The three broad categories of retailing, wholesaling, and services are those with which we are all familiar. The classification utilized by the Census Bureau that breaks retailing, wholesaling, and services down into various categories is very helpful in program planning because of the data concerning employment size, sales volume, etc. Another classification system is the one developed by teams of vocational education personnel for the U.S. Office of Education. This system includes a taxonomic classification of instructional programs provided by the various vocational services. The distributive education taxonomy includes courses of study related to careers in advertising services; apparel and accessories; finance and credit; floristry; food distribution; food service; general merchandise; hardware, building materials; hotel and lodging; industrial marketing; insurance; international trade; personal services; petroleum; real estate; recreation and tourism; transportation; and other retail and wholesale operations. (1)

Although the U.S.O.E. classification system was designed primarily for reporting purposes, it does focus attention on the variety of instructional

*Speech presented at Western Michigan University, April 4, 1972.

programs that may be offered under the distributive education umbrella. More than that, each category within the distributive education taxonomy provides one or more career ladders for distributive education students. Each career ladder includes at least three job levels: basic, career, and specialist. Brown (2) defined the instructional programs to prepare workers for these job levels in this way:

> Basic Job Curriculums. Instructional programs which prepare students for elementary or basic distributive occupations involving minimal employment responsibility, and emphasize fundamental techniques in sales and sales-supporting services, simple marketing concepts, social competencies, and basic skills in computations and communications.
>
> Career Development Job Curriculums. Instructional programs which prepare students for career-type positions, involving competencies and responsibilities necessary for self-direction, and emphasize the functions of marketing, merchandising, and management within the discipline of distribution.
>
> Specialist Job Curriculums. Instructional programs which prepare students for distributive specializations in functions, product areas, or service fields involving leadership competencies and management responsibilities in relation to personnel, finance, and merchandise or service.

Since it would be impossible to thoroughly examine all jobs included in the distributive education taxonomy, distributive educators should identify the distributive jobs to which the largest number of high school graduates might aspire, and then they should analyze those jobs so that appropriate instructional programs can be developed. Job analyses are made to determine the specific and related tasks required in each job and the competencies needed to perform these tasks. Each job analysis should also provide information concerning personal qualities and occupational competencies needed to enter and advance in an occupation.

Identifying Jobs

Since the job hierarchy varies from business to business, it is advisable to obtain the assistance of an advisory committee in preparing for the analysis of jobs in each category. In the seven categories of business included in the study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," (3) six national advisory committees identified the basic, career, and specialist jobs which should be considered. The job progressions in the seven categories are shown on the following pages.

DEPARTMENT STORE ENTRY POSITIONS AND PROGRESSIONS

(1) Salesperson

(2) Asst. Buyer
Asst. Sales Manager

(3) Buyer
Division Manager
Sales Manager
Buyer/Dept. Head

(4) Stockperson

(5) Head of Stock

(6) Dept. Mgr./Sales
Supervisor

(7) Credit Interviewer/Cashier
Receptionist
Credit Application/Cashier
Cashier

(8) Asst. Credit Manager
Credit Authorizer

(9) Credit Manager
Credit Dept. Manager

(10) Display Helper
Sign Printer

(11) Display Asst.
Display Supervisor

(12) Display Manager

(13) Receiving Clerk
Marker

(14) Asst. Manager,
Receiving Dept.
Checker

(15) Receiving Manager
Supervisor

(16) Sales (Carpet Dept.)

(17) Sales (Home Carpeting)

(18) Professional Sales
(Contract)

VARIETY STORE JOB PROGRESSION

Entry	1st Step	2nd Step
(1) Marker/Stockman	(2) Stockroom Supervisor	
(3) Salesperson	(4) Department Manager	(5) Asst. Store Manager
(6) Salesperson	(7) Service Desk	(8) Personnel
(9) Salesperson	(10) Checkout Cashier	(11) Section Manager (Floor Girl)
(12) Office Clerk	(13) Cashier/Bookkeeper or Office Manager or Head Cashier	
		(14) Store Manager

Discount Stores

(10) Checkout Cashier
(4) Department Heads
(15) Commission Salesperson

FOOD DISTRIBUTION JOB PROGRESSION

(1) Grocery Clerk

(2) Head Grocery Clerk

(3) Assistant Manager

(4) Produce Clerk

(5) Head Produce Clerk

(6) Checker

(7) Head Cashier

(8) Store Manager

PETROLEUM PROGRESSION

(1) Station Attendant

(2) Assistant or
Shift Manager

(3) Station Manager

RESTAURANT PROGRESSION

(1) Bus Boy (Girl)
(Floor Girl, Cafeteria)

(2) Waiter (Waitress)

(3) Head Waiter

(4) Counter Girl

(5) Cashier
(Checker, Cafeteria)

(6) Hostess

(7) Assistant Restaurant
Manager

(8) Restaurant Manager

HOTEL/MOTEL JOB STUDY

Bellman (Porter)	Bell Captain	Service Superintendent
Room Clerk	Assistant Manager	Manager
Cashier	Reservation Manager	Executive Assistant
	Night Auditor (Manager)	
		Executive Housekeeper
	Chef	Catering Manager
	Building Superintendent	
	Recreation Director	
	Purchasing Agent	Sales Manager

Determining Critical Tasks

There are several sources of information concerning the specific and related tasks in distributive jobs. A number of recent research studies provide lists of tasks for a wide variety of jobs at varying levels of complexity. Three of these are: Ertel's Clusters of Tasks Performed by Merchandising Employers in Three Standard Industrial Classifications of Retail Establishments (4); Crawford's Competency Pattern Approach (3); and Samson's The Nature and Characteristics of Middle Management in Retail Department Stores (5). Job analyses made by individual firms are also excellent sources that are usually made available to vocational educators. Another very good source is the Dictionary of Occupational Titles, Volume I, which provides over 35,000 job definitions which identify tasks (6).

These and other research reports make it unnecessary to start from scratch in analyzing jobs. However, there is no substitute for the D.E. teacher-coordinator's talking with employees and supervisors about job tasks and observing workers on the job. In this way the teacher-coordinator can verify appropriate research findings and can more realistically determine competencies required to perform these tasks.

Determining Needed Competencies

Determining appropriate job competencies is a very tedious and time-consuming procedure. Most workers are not able to identify the factors that make them succeed on the job. Even supervisors find it difficult to specify the knowledges, skills, and attitudes necessary for job success. For this reason, it is necessary to analyze each specific and related task to identify the knowledges, understandings, skills, and attitudes needed to perform these tasks.

Since each task requires a number of different competencies and since many of these competencies relate to more than one task, it is advisable to agree on

some scheme of organizing the competencies before the analysis begins. The organization may be around competency areas corresponding to the major functions performed in the business. In distributive businesses of all types, the major functions are advertising, display, market research, merchandising, operations and management, and selling. In addition to competencies needed to perform these marketing functions, each worker needs social competencies, communications competencies, and mathematical competencies related to his job. He also needs product and/or service technology that is unique to his job or to his business. It is assumed that all distributive workers need an understanding of the basic concepts concerning economics and marketing if they are to advance in their chosen careers.

Values of Competency-Based Instruction

Distributive education curriculums that are based on carefully identified competencies can be organized around these ten competencies areas: (1) economics and marketing; (2) social; (3) advertising; (4) display; (5) market research; (6) merchandising; (7) operations and management; (8) selling; (9) communications; and (10) mathematics of distribution. Distributive workers at all levels of job responsibility require competencies in these areas to varying degrees. This type of curriculum organization makes it possible to provide competency-based instruction to students preparing for entry, career, or specialist jobs and is equally applicable in high school, post-secondary, and adult programs. Competencies needed to perform the tasks identified in my research (3) are available on microfiche (Ed 03283 - 03286). I have brought several copies of the competencies as they are organized around competency areas for you to use in your workshop sessions.

Competency-based instruction has many values to the student, the teacher-coordinator, and to the employer. An illustration of the curriculum process utilizing the competency approach will make it possible to point out some of

these values. (7) The curriculum process concerning one concept in the area of selling is exemplified on pages 66-68.

As you can readily see from this illustration, some of the advantages of competency-based instruction are: (1) objectives can be stated more specifically; (2) learning experiences that are directly related to the objectives can be designed; (3) alternate methods may be used to reach the objectives; (4) sequencing can be based on the complexity of the objectives; (5) self-evaluation can become a major part of the student's learning experience; (6) evaluations can be more realistically constructed; (7) and last, but not least, training plans can be developed for both project and cooperative students.

Since the distributive education umbrella covers such a complex array of career opportunities, it is vital that we design distributive education offerings in such a way that students are prepared not only to enter but to advance in their chosen careers. Some very exciting work is in progress that may lead to this goal.

As you are no doubt aware, Wayne Harrison of Wisconsin is directing a ten-state consortium in a concerted effort to develop learning packages based on these competencies and designed for individual, small group, and class instruction. At Virginia Polytechnic Institute and State University, we have been attempting to develop an instructional system for distributive education high school, post-secondary, and adult curriculums. Miss Karen Belding, our research assistant, and I hope to be able next year to try out learning packages in the selling and advertising competency areas with students in high school, post-secondary, and adult classes. Although these and other efforts are only in the developmental and experimental stages, they seem to hold bright promise for the future.

The fact that you are willing to spend time and effort in the nationwide effort to improve instruction in distribution and marketing makes me feel that the future is bright indeed!

CURRICULUM PROCESS APPLIED*

Unit: Selling
Competency Area: Selling
Topic: The Sales Process
Sub-Topic: Determining Customer's Buying Motives

TASKS RELATED TO DETERMINING CUSTOMER'S BUYING MOTIVE	INSTRUCTIONAL OBJECTIVES: The student will be able to:	PERFORMANCE STANDARD AND MEASURING DEVICE	INSTRUCTIONAL CONTENT	INSTRUCTIONAL MATERIALS AND EQUIPMENT	LEARNING EXPERIENCES
1. Deals with customers on an individual basis	Recall types of customer buying motives	Recognize types of buying motives from illustration	I. Types of Customer Buying Motives A. Emotional B. Rational	Richert, Henry G., Peter G. Haines and Warren G. Meyer. Retailing Principles and Practices, 5th Ed., pp. 114-116.	From the magazines provided, you select pictures to illustrate at least 5 emotional buying motives and five rational buying motives.
2. Analyzes customer's needs and desires	Detect needs and desires of a customer through appropriate questioning	Prepare a skit showing your questions and customer's responses	II. Determining Needs and Desires Through Questioning A. Recognize strength of needs and desires B. Determine strength by classifying customers	Dichter, Ernest, Handbook of Consumer Motivation, McGraw Hill, 1964. Transparency (File Folder) Wingate, John W. and Harland E. Samson, Retail Merchandising, 7th Edition, 1968, p. 341.	Assignment: Observe customers at your training agency and respond to the class your observations of customer clues, as conversation, actions, etc., that gave indications of their needs and desires. Ask other salespeople to provide additional observations which you may include in your report.

*This is an example of the curriculum process involving one concept, "Customer's Buying Motives."

CURRICULUM PROCESS APPLIED (Continued)

TASKS RELATED TO DETERMINING CUSTOMER'S BUYING MOTIVE	INSTRUCTIONAL OBJECTIVES: The student will be able to:	PERFORMANCE STANDARD AND MEASURING DEVICE	INSTRUCTIONAL CONTENT	INSTRUCTIONAL MATERIALS AND EQUIPMENT	LEARNING EXPERIENCES
			1. Those who know exactly what they want 2. Those who only have a general idea of what they want 3. Those who are unaware of their needs		
3. Shows and demonstrates merchandise to fulfill customer needs	Demonstrate the ability to determine the buying motives of customers and then appeal to them	Class evaluation of sales demonstration with at least 80 of possible 100 points (Rating sheet from DECA contest)	III. Sales Presentation Built on Identified Buying Motive A. Show merchandise B. Display merchandise effectively		Role play situation to practice questioning customers

CURRICULUM PROCESS APPLIED (Continued)

TASKS RELATED TO DETERMINING CUSTOMER'S BUYING MOTIVE	INSTRUCTIONAL OBJECTIVES: The student will be able to:	PERFORMANCE STANDARD AND MEASURING DEVICE	INSTRUCTIONAL CONTENT	INSTRUCTIONAL MATERIALS AND EQUIPMENT	LEARNING EXPERIENCES
			C. Involve the customer D. Point up the customer value		
4. Properly guides customers into the purchasing of the merchandise					Demonstrate portion of a sale in which you appeal to specified buying motive

FOOTNOTES

1. Vocational Education and Occupations, (Washington, D.C.: U.S. Government Printing Office, 1969).

2. Kay B. Brown, Distributive Education in the High School, (Washington, D.C.: U.S. Government Printing Office, 1969), pp. 61-63.

3. Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, (Blacksburg, Virginia Polytechnic Institue and State University, Vols. I - IV, 1967).

4. Kenneth A. Ertel, Identification of Major Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments, (Moscow: University of Idaho, 1966), ED 010657.

5. Harland E. Samson, Characteristics of Middle Management Employees, (Madison: The University of Wisconsin, 1969).

6. Dictionary of Occupational Titles, Vols. I and II, (Washington, D.C.: U.S. Government Printing Office, 1969).

7. Lucy C. Crawford and Warren J. Meyer, Organization and Administration of Distributive Education, (Columbus, Ohio: The Charles E. Merrill Publishing Company, 1972).

IMPORTANCE OF THE RESOURCE CENTER IN THE PROJECT APPROACH

Presented by

Adrian Trimpe

The project method of instruction requires an abundance of resource materials, additional equipment, and more floor space. This morning, Larry Williams and I are going to discuss resource materials; and Harold Gelderloos, from Muskegon County Community College, will follow with his presentation on equipment and facilities.

Larry Williams, our petroluem supervisor, has been involved in a retrieval system for materials for his program and will tell you how it operates.

Since resource material is quite a broad subject and time is a limiting factor today, Larry and I are directing our remarks to only a portion of it; that is, trade publications. To trade publications because today it has become an important, and almost the only, source of current information for out distributive programs. Why? Because change is the name of the game in today's economy, and change alone does not adequately describe what is going on in our world. What we face is not only change, but constant change, and at a constantly accelerated rate of change. This means that new developments are coming so fast that it is becoming increasingly difficult for us, as teachers, to keep pace with them. So we as teachers, have a new role and so do our libraries or resource centers. We then can no longer be the only source of information because our information will be inadequate and often outdated. Rather, we must play a new role; we must become orchestrators rather than dispensers of information. Textbooks are still essential, but they, too, become outdated too soon. So we must rely on trade publications for "what is new in distribution." Really, that is their reason for being published and subscribed to by those in the field. But new information is coming to us today in such quantities, we are having difficulty retrieving it when needed. So information can be of little help to us in our classes unless we can retrieve it quickly. This, then, is what Larry wants to discuss with you--a computer-based system for quick retrieval of information from trade publications. So at this time I would like to call on Larry Williams.

For our petroleum program we found a limited number of text and reference materials for student use, but an abundance of trade publications. But there was no easy way of classifying the articles for easy use by students and staff. No one in the petroleum industry seems to have a good library, so we decided that if anything is done, we would have to do it. We in petroleum were envious of the department's food program because a food trade organization, Super Market Institute, had such a library, based largely on trade publications.

The food program benefited by patterning its portion of our resource center after SMI's and by subscribing to its service. Then we noticed that the

food people were getting cards and more cards for the card catalog and that they were running out of space in the cabinets, so we decided that for cataloguing our resource material we should computerize it. And this is what we did.

1. We prepared a classification for filing selected articles, and the classification looks like this:

Revised Edition 3/1/72
54 Major Headings

PETROLEUM RESOURCE CENTER

SUBJECT HEADINGS: MAJOR HEADINGS AND SUB-HEADINGS

ACCESSORIES - See TBA

ACQUISITIONS & MERGERS (8601.00) Also see Government & Legal Issues

A. Highlights (8601.01)

B. Individuals by Company (8601.03)

C. Statistics & Surveys (8601.05)

ADDITIVES (8602.00) Also see Gasoline

A. Brand Names (8602.01)

B. Chemical Data (8602.03)

C. Jet Fuel/Aviation Gas (8602.05)

2. We decided, with the assistance of the industry, on the trade publications to review and classify. We arrived at 31 publications, and some of them are:

Periodicals	Abbreviations
*API Bulletins	API
Automotive News	AN
Business Week	BW
Chase Manhattan Bank	CMB
*Consumer Credit Leader	CCL
DuPont Corporation Bulletin	DP

Here, then, is a retrieval system that anyone can use, schools and industry alike, either by telephone, calling Western's computer directly, or by writing us. We see a great potential for it.

Thank you, Larry, for the presentation. Now we have a retrieval system almost ready for distributive education programs.

We have a classification ready with 15 major titles, and the titles are:

Numbers	Category
02	Apparel and Accessories
03	Automotive
04	Finance and Credit
05	Floristry
06	Food Distribution & Services
07	General Merchandise
08	Hardware, Building Supplies, Farm & Garden Materials
09	Home Furnishings
10	Hotel and Lodging
11	Industrial Marketing
12	Insurance
13	Personal Services
14	Petroleum
15	Real Estate
16	Recreation & Tourism

We have selected 25 publications to review and classify, and some of them are:

RESOURCE PERIODICALS AND ABBREVIATIONS

Periodical	Abbreviation
Advertising Age	Adv Ag
Advertising and Sales	AS
American Vocational Journal	AVJ
Apparel Merchant	AM
Automotive Age	Aut Ag
Automotive News	AN

So we, students or anyone desiring information, can retrieve it easily. Supposing a student wanted to read about "self-service" service stations, we can provide him with a list of articles quickly, and the printout looks like this:

PETROLEUM RESOURCE CENTER INFORMATION RETRIEVAL SYSTEM
WESTERN MICHIGAN UNIVERSITY

TYPE THE SERIAL NUMBER OF THE CATEGORY YOU WISH TO CHECK THEN RESPOND TO ANY QUESTION WITH HELP IF YOU DONT UNDERSTAND IT
TO EXIT TYPE A NUMERIC ZERO FOR THE SERIAL NUMBER

```
TYPE SERIAL #. . .8687.09
DO YOU WANT OPTIONS (YES OR NO). . .YES
    AUTHOR. . . NO
    SOURCE . . . NPN
    SOURCE PUBLISHED BEFORE (MODAYR) . . . NO
    SOURCE PUBLISHED AFTER (MODAYR) . . . NO


SERVICE STATIONS
8687.09  SELF SERVICE


    SELFSERVE ACTY SPEEDUP-HUMBLE ANNOUNCMT AWAITED
    REID          NPN          04/00/71        P32

    HOW AN INDEPENDENT UPGRADES SELF SERVICE
                  NPN          10/00/70        P101

    ITS SELF SERVE TIME IN TEXAS
                  NPN          10/00/69        P76

    JOBBER MOVES TO SELF SERVE AND VOLUME SOARS
                  NPN          02/00/70        P100

    SELF SERVICE:  NOT ALWAYS A SUCCESS STORY
    BRODERSEN     NPN          02/00/70        P31

    NO.CAR. SELF SERVE KING SHOUTS 'OLE!
                  NPN          06/00/70        P64

    SELF SERVICE SUCCEEDS ON CAMPUS
                  NPN          01/00/68        P62

    SELF SERVICE GAS: PHENOMENON OF THE 1960'S
                  NPN          06/00/69        P74
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3. We coded the major titles and the subtitles of the classification for computer use. It looks like this:

AUTOMOBILE (8606.00) Also see Statistics

A. Engineering (8606.01)

B. Highlights (8606.03)

C. Safety Features (8606.05)

D. Statistics & Surveys (8606.07)

4. We developed a computer input form, and the form appears as follows:

RESOURCE CENTER INPUT FORM

	Column	
Serial #	1-7	1 2 3 4 5 6 7
Title (Book, Article, Title, etc.)	8-54	8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
		26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43
		44 45 46 47 48 49 50 51 52 53 54
Author	55-65	55 56 57 58 59 60 61 62 63 64 65
Source (Publisher, Magazine)	66-70	66 67 68 69 70
Source Date	71-76	71 72 73 74 75 76
Page #	77-80	P. 77 78 79 80

Now we were ready with our retrieval system. So we subscribed to all the trade publications. As the issues arrived, we reviewed them and selected the articles worthwhile saving as reference materials and then classified and coded them. As input forms were made out, the information was fed into the computer.

The coding for the classifications major titles and subtitles appears as:

ADVERTISING (1601.01)

Trends in Advertising (1601.02)
Techniques Used (1601.04)
Types of Media (1601.06)
Legal Restrictions (1601.08)
Fraudulent Advertising (1601.10)
Use of Color (1601.12)
Statistics & Surveys (1601.14)

APPAREL & ACCESSORIES (1602.0)

With a retrieval system of current information for distributive education programs, then all programs in the state and/or country have the same opportunity of availing themselves with a comprehensive source of reference materials for both students and teachers. This should be a real help to distributive educators because the heart of a good program is resource materials.

PHYSICAL FACILITIES AND EQUIPMENT IN THE PROJECT LABORATORY

Presented by
Harold Gelderloos
Distributive Education Teacher-Coordinator
Muskegon County Community College

Good morning. I understand this is the third day of a three-day seminar. You have had an opportunity to review some of the guidelines for Distributive Education in Michigan in addition to talking about instructional objectives and what the literature says about the various methods. On your second day, according to the outline I received, you had an opportunity to talk about implementation of the project method, some of the competencies necessary, and some of the innovative teaching methods using new audio-visual aids.

This morning I would like to spend some time talking with you about physical facilities and equipment for the project laboratory. My purpose here this morning is not to provide you with a complete, concise, and descriptive set of guidelines for physical facilities, but rather to talk with you about some of the various kinds of things that we tend to do in Distributive Education and how the various equipment and facilities will better assist us in accomplishing our goals.

I am sure most of us have been in a position at one time or another where we said, "If only I could have good facilities and some decent equipment, I sure could do a better job." Some of us may even have had an opportunity where the administration says, "What do you need?" Under conditions like this, we become terribly excited and suddenly frustrated. Can you believe it, they're even asking for our advice when I need equipment and facilities? But suddenly the realization comes, we are going to have to identify how big a room do I need, how many mannequins do I have to have, should I buy protable shelving or should I put it up against the wall? And maybe we even say to ourselves, "I wish they hadn't asked me, because now I am going to have to give them some kind of an answer." Well today, I hope we can talk about some of these kinds of activities and discuss the types of equipment that are available. Also, I hope we can talk about some of the manufacturers who can provide us with information as to our specific needs and some of the optional equipment available.

I see all of you have a copy of this booklet, Facilities and Equipment for Distributive Education Programs. I would like to explain to you how I got into this whole project. Having finished Bachelor's program here at Western and having worked rather closely with Dr. Dannenberg and Mr. Trimpe, I had an opportunity to become quite involved as a graduate assistant in the preparation of this book. At various times in earlier years, educators had gotten together and talked about the need for such a booklet on facilities for equipment, but to date nothing had really been done. I reviewed as much literature as was available on the topic, tried to incorporate all the ideas of those people listed on the first few pages and come up with something that

would be a pictorial representation of some of the various activities that take place in a Distributive Education program. If you will look in the beginning of the book on page six, we have identified some major activities. What I would like to do this morning is talk about some of these activities and see if we can identify those that you presently are doing and those that you would like to do. Then, we can talk about the equipment and facilities needed for the activities. I am sure many of you are doing many or all of these activities; and as we progress, I would encourage any of you to bring to our attention any special type of equipment that you may have discovered on the market that really meets your needs and share this with the rest of us. Only through these kinds of experiences will we be able to get optimum exposure to our subject matter this morning.

Before we actually look at some of these specific activities, there are a few comments that should be made. First of all, most of us, I am sure, have had an occasion where someone would say, "How many display tables do you need? How much wall space do you need? How many cabinets do you need? Or, how much shelving do you have to have? Is it absolutely necessary that the room be located somewhere near the school store?" These kinds of questions really talk about specific things that someone will have to purchase at a given time. Although this is a very business-like approach to facilities and equipment purchasing, I think as educators we must also keep in mind the usefulness of some of this equipment. It's great to have lots of wall displays, end displays, and many mannequins; but in reality do we really use them that much, or are they taking up space collecting dust? So I think it is terribly important that we continue thinking in terms of utilization. If we owned a store, would we have that equipment? Only if it was really being used properly and making money for us, right? I think we ought to look at our classrooms in the same sense. The equipment that we have should be as versatile and functional as possible. Many of the manufacturers today are putting out pieces of equipment that have a great deal of versatility and can be used interchangeably one with another for a variety of activities. Just as an example, manufacturers attempted to work with the Distributive educators in planning facilities and equipment. I would like to refer your attention to this Selrite Distributive Education catalog. They have tried to identify for us what kinds of planning should go into new construction and also what can be done with the existing rooms to which we are assigned. They have even gone so far as to give us some model displays and model classrooms, for both the high school and the Vocational-Technical center. I think this is a real good example of how we as educators should utilize the business world in planning our equipment needs. This will provide our administration with some excellent research data to support the various things that we have been trying to get.

The first area I would like to take a look at this morning is "Basic Classroom Activities." All of us know that in addition to providing students with an experience in display or advertisement layout, we do have those kinds of activities that require a basic room. . . tables, chairs, blackboards, etc. So we have attempted to identify those kinds of things that could possibly go on in this general classroom area. We are definitely suggesting tables, not chairs. They can then be arranged in such a way to provide for small panel discussions or layout materials used for display. I think most high schools and vocational centers are now being established for approximately 30 students, so we are going to have to find space where we can place 30 students at tables and chairs. Hopefully, there would be some additional space around the edges

where displays could be set up so that when a student finishes his display, he can present it to the class and have adequate space. Certainly in this room a number of bulletin boards and maybe even some kind of a flannel board (permanent or portable) where presentations can be given.

The second area we have identified is Planning and Building Displays. Now if you will note on page 11 in the booklet we have used a floor plan. We have not confined it with outside walls, but rather tried to identify areas using basic T-forms. These show where the activities could take place. We "keyed" this with corresponding geometric figures, and I would like to explain to you what our thoughts were in the utilization of this space.

First of all, we have in the upper left-hand corner a small conference-materials area (a little resource center) where house organs, specific display materials, advertising materials, etc., may be kept. Many times this type of material is so specific that high school libraries tend not to be interested in cataloguing and maintaining these materials; so, if possible, we are suggesting a resource center within our own facility. In the lower left section of this layout we have the Coordinator's office. It should have a reasonably good degree of privacy, so that conferences with students, parents, or employers could take place there without the whole world knowing about it.

Now for our display activity, you can see that we have completely rearranged the room. What we are saying here, and I think the State Office has identified some of these things for us in the last few years, that many of our students are at a variety of different proficiency levels. If we have students functioning at these various levels, it is imperative that we provide all of them with experiences relative to their capabilities. In addition to this competency factor, we are also faced with an interest factor. A student interested in hard-line merchandise, possibly automotive materials, is really not going to get terribly excited about building fashion displays. I think it is good for them to have an opportunity to do this; but if we set our program up on a cyclic pattern where everyone will spend "x" number of days or weeks on a fashion display experience, I am not so sure we are really meeting the needs of that individual student. So, we have a variety of different kinds of display areas and display equipment available. You will also note on this drawing that much of the equipment, if not all of it, is basically portable.

As I mentioned earlier, our classroom should provide space so that all of the students can be seated adequately at any given time. When they finish their displays, many of us would like to be able to take the display and have the student present it to the class. The class then has an opportunity to assess his strong points and also assist him in developing some of the areas that could have been covered more completely. Therefore, I am suggesting the equipment be reasonably portable.

In addition to the inside type display activities, I think it is also important that we have some kind of exterior display area available to us. By exterior display, I am referring to outside corridor displays, or possibly a display window in the school store that hopefully is adjacent to your teaching classroom. Not only does this display window come in handy for promoting student activities, but it also provides an opportunity for students to set up displays where other students, maybe not in the business curriculum, can see and react

to them. After all, they are just another "buying public" that we are trying to reach. Many local merchants are willing to provide merchandise for these kinds of display windows, and the kids seem to react quite favorably to putting in their bosses' merchandise. Probably most of you are doing this kind of thing already.

On the next couple of pages we have tried to identify some of the equipment needed. As you can see, they are illustrated in such a way so as not to suggest a specific type or brand. The attempt here is to show some of the different pieces available. How they may fit into your program is going to have to be your decision. We end up each chapter by showing basically three different categories. First of all, the facilities. . . How much space do we need (Square footabe was not identified. This will be determined by the number of students you have or possibly the total space given to you with which to work). The second area deals with equipment. We have attempted to identify some basic equipment that is desirable for conducting these activities. Thirdly, is the area of supplies. Some of the miscellaneous supplies that we will need.

The next area deals with planning and preparing advertising. What kinds of things will we have our students do in advertising? Planning, laying them out, preparing actual newspaper ads, covers just the written media approach. What about the whole radio-television field? Probably some of the most exciting advertising exercises for students is in the area of radio advertising. We have some students at the Community College in preparation of actual radio spots, 60 second commercials, 30 second spots, etc. Not only are the students forced to sit down and think in terms of the customer and presenting these ideas with sales-suggestive words, but they are also exposed to the experience of presenting a message via audio media. You can see by the different kinds of things that we may already be doing or the kinds that we should be doing that we will require different kinds of space and equipment. We obviously should have some slant board desks, or at least a couple drawing boards available where students can work on ad layout. A couple of examples of these desks are on page 19. Sometimes we can get our hands on a regular art desk or maybe some of you will have to settle with a clamp-on drawing board. Maybe if all else fails, we will have to tell the student to slant a little. There should also be some audio equipment such as tape recorders or, as many schools now have available, some of the close-circuit televisions. This provides an excellent opportunity for students to find out what is really necessary in advertising preparation and the actual presentation of advertisements.

The next chapter on sales demonstrations is probably not much different than what most of us are already doing. The classroom should provide space for student observers as well as adequate space for the student giving his presentation. A cash register is shown for the sale that lends itself to a retail situation. This activity will probably take place in the general classroom area.

The chapter dealing with analyzing and testing merchandise is probably the ideal. I'm not really sure how many of us spend time having students go through a merchandise-testing laboratory experience. Usually students are not exposed to this in the actual business world because their parent company or supplier will provide them with the kinds of information that they need. But,

if we have these kinds of activities going on, and I'm not saying that we shouldn't, we have tried to identify what kinds of equipment we should have. If the student is doing an individual project on fabric, some kinds of equipment are desirable to have.

This next area deals with some of the systems activities within a business organization. . . writing checks, cashing checks, cashier operation, credit cards, etc. This section has particular significance to me, for in the last few weeks I had a chance to talk with a retailer in the Muskegon area who enlightened me on the necessity for not assuming anything when it comes to teaching students cash register operation and particularly in this case the cashing of a check. Apparently, this student had had no previous retail store experience and had never had an opportunity to become involved with cashing checks. A customer walked in and selected approximately $6 worth of merchandise. He presented the student who probably appeared pretty green, with a check, or what appeared to be a check. In reality the customer, realizing the ineptness of the student, endorsed a check stub which had a dollar figure of somewhere around $320. The student proceeded to the back room, opened the safe, and removed the correct change. Then he gave away around $300 + dollars profit! Fortunately, the student is not on my co-op program and never had any experience with any of our business classes that I am aware of. I think this illustrates a good point. Many times we assume, probably because of our familiarity, that students have equal competencies, and this is untrue. Cash register operation, writing sales checks legibly, and returning change in a correct and accurate manner are extremely important business functions.

In this next activity, we have tried to include a couple different things. First of all, our concern was for presenting fashionable merchandise in a presentable way. There are some ancillary activities involved with this kind of thing, too. For example, in an area like this with a three-way mirror, students have an opportunity to see themselves as other people see them. Through the use of audio-visual equipment, for example, we find that students many times react to themselves on television because they really didn't think they appeared that way. So, we are saying in this section that if you see a need for a unit on grooming activities, the following kinds of equipment are going to be necessary. You can also see that the illustration shows tables arranged in such a way that students have an opportunity to view as though they were doing a fashion show.

Now we come to an area that causes real concern for some coordinators and saves the day for others - the school store. Some of us have an opportunity to operate a school store as part of our Distributive Education program, and I imagine there are probably some here who wouldn't want to touch the school store with a ten-foot pole. Yet, we do have an opportunity, if our school permits, to run a real live business by the students and for the students. Many schools are moving to the school-store concept, but staying away from the store handling the actual textbook exchanges. Some administrations have even gone to the extent of providing complete freedom in the operation of the store with profits going directly to the Distributive Education program of the DECA Club. I guess if we are good merchandisers and make lots of money, the store idea is pretty good. If it seems to be a marginal operation all the time, maybe we ought to take a look at what we are teaching or what we are doing. Maybe we are not running it as efficiently as we should. School stores are

somewhat unique in nature in that many times they are not located in a place adjacent to our classroom. At this point, I'm not suggesting that we take only classroom located near the school store or run the store only if it is immediately adjacent or part of our classroom facility, but it does make it more convenient to illustrate a point we are trying to teach if it is easily accessible. I think it is also very important that students realize that this is a business, not just fun and games. People buy things here not just because we are offering them for sale and we are students in need of money, but because they are buying the kinds of things that catch their eyes and meet their needs. So here we have a real live example of a retail store. Maybe this is a good training place for some of our students who have been unable to find a job or lack some of the expertise to move directly into the business world. Many of the management concepts in retailing can be taught in the store, and I guess what I'm saying is, utilize your school store in such a way to maximize your students' educational experiences. This is also one area where you have a great deal of cooperation on behalf of suppliers. Suppliers are usually anxious to get their merchandise into your store and therefore are willing to assist you in developing your plans and suggesting the kinds of equipment that might be necessary.

The next chapter on show cards is really not much different than the advertising section. The only exceptions are basically the preparation of show cards and particularly the use of the sign machine.

The chapter on counseling students centers around the coordinator or the teacher-coordinator's office. This is probably one of the more important areas within the whole program, and yet many of us are not provided with adequate office space and that all important factor of privacy and confidentiality. As coordinators, I am sure many of you have been faced with the situation where a student wants to talk with you about a problem, but because of other people present or excessive noise, may have been reluctant. Not only are we doing a dis-service to the student because he really does have a problem that we are not solving, but we also end up doing a dis-service to the entire school system. We have not met the needs of that student, and we have not been able to solve his problem. Therefore, he does not look at the school as being an organization of people that can help others with problems, but rather just a bunch of people that are "there." Consequently, I'm suggesting that in our planning of facilities and equipment, we strongly recommend adequate teacher-coordinator office space.

DECA! I'm not sure how some programs continue to operate without the DECA program. I say that because through experience I have found it adds that little extra spark of enthusiasm to the Distributive Education program that really makes the program alive. So when we start talking about Distributive Education, we start talking about DECA as far as I'm concerned. To have this kind of an activity going on, we can either use our general classroom area or the materials area that we referred to earlier. The general club activities would take place here; and if promotional activities are necessary, we would have equipment to prepare them. Actually, we have included this particular section on the DECA club as more as an advertisement than anything else. This kind of activity could take place anywhere, but more logically it should take place right within our own classroom area.

Another role of the coordinator that we have tried to identify involves the whole process of articulation. This articulation would involve the program

with other faculty members, with community groups, social organizations, business organizations, and also the articulation with employers. I guess anyone who teaches only a couple classes a day and has freedom to move in and out of the building at any given hour after 10, 11, 12 o'clock in the morning is suspect to something, and coordinators are no exception. Therefore, we must have some kind of a program available that will enlighten fellow colleagues, employers, and administrators of the kinds of activities that we are doing and hopefully some of the kinds of things in which our students are involved. What better way can we do this than to have students present to them what they are doing. I say this because I have found through personal experience that students can better tell the story than I. Not that they are more articulate or use more specific techniques, but rather they "tell it like it is." The enthusiasm generated will not be missed by the administrators, and one could find no better sales presentation. So, we need this open space again to conduct these kinds of activities . . . have our students put on programs, have community people come in, employers come in to see what we are doing.

Now that we have taken a look at some of the basic activities found in most effective Distributive Education programs, I hope you will see that the booklet was designed to provide you with ideas. This booklet does not tell you how many mannequins to buy. As I said before, we want you to identify what kinds of things you are doing in the classroom, and then decide what kinds of equipment you need. I'm not sure any kind of a booklet can give you that information, and certainly by the time it got off the press it probably would be obsolete. So our suggestion here is to contact the various equipment manufacturers. Tell them the kind of space that we have available, show them the basic activities that we conduct in our classroom, and possibly some sketches of our floor layout.

Beginning on page 68 we illustrate some of the basic kinds of classroom space that most of us end up using. A general classroom with a display window, a three-quarter classroom with a little workshop in an open area and the diagrams progressively become more involved and utilize a little more space. Diagram number 4 is particularly interesting because we have our classroom, a work area, a storage area, and the coordinator's office directly off the hallway. We have the bookstore sitting on the corner, with a storage area, and access to the bookstore from both front and rear. Now this is a pretty ideal set-up and yet if we are planning new facilities, why not say this is what we need to adequately meet the needs of our students?

I would like to direct your attention now to some of the new equipment catalogs that I have had an opportunity to run across in just the last year or so. I'm sure most of you are on these mailing lists; and if you are not, you are welcome to take a look at any of these materials after our discussion and write to the companies. Selrite has done an excellent job of preparing some of the basic Distributive Education equipment and illustrating how it can be used. Flex-sell, out of Pennsylvania, has also done a rather interesting booklet on facilities, "A complete Distributive Education facility is as easy as 1-2-3." Convertability and interchangeability are the kinds of things that manufacturers are talking about, because they realize that it is impossible for us to buy equipment that can be used for only one purpose. Each one of these also has a price list available, and I will leave them up here on the front table also so you can take a look at them.

The one booklet that particularly fascinates me that Selrite puts out has been designed to assist administrators, architects, and teacher-coordinators in designing a good Distributive Education facility. They are saying, for example, prior to selecting a location for a Distributive Education facility, the following points are recommended:

a. Desirable location would be found along the main corridor receiving maximum student exposure.

b. The location must be alloted ample square footage and allow for placement of all areas essential to the curriculum.

c. A built-in corridor display windows.

d. Plumbing and electrical connections built into the facility and not added until after the rooms and building has been constructed.

e. The rooms should have as much unobstructive wall space as possible.

Okay, here are the criteria that they list in selecting the location for a Distributive Education facility. They go on to say a given room of "x" number of square feet will need this equipment. Essentially, they show the same kinds of layouts that we have illustrated on our facilities and equipment booklet. . . a student area, a classroom area, with some of the versatile equipment around the outside walls. They are talking in terms of area: food marketing technology, sales presentations, displays, clothing sales, personal grooming, fashion merchandising, and a theory area. This is listed under high school number 1. They also have the typical modular high school room allowing for full-size student tables and at the same time overcrowding is avoided by placement of only basic area groupings. So by taking these pieces of equipment and rearranging them, we get the versatility that we want, and yet we are not taking up lots of space with just the storage of the different kinds of materials needed. This booklet also goes into a rather good explanation and some rather technical diagrams of the vocational-technical school. They acknowledge the fact that in a vocational-technical center the competency level needed in some of the areas may be higher than in the conventional high school and therefore if we are striving for this kind of competency level, our students will obviously need equipment with which to work. So, our room sizes are larger and the equipment becomes much more extensive. Two pages later they illustrate how their company will be willing to provide us with a graphic representation of our existing space. If we identified to them exact footage, location of windows, heaters, doors, wall plugs, blackboards, etc., on this graph layout sheet, they will analyze it, try to identify the kinds of activities that we conduct in our classroom, and then recommend our equipment needs accordingly. The rest of the catalog is a good visual representation of the variety of equipment available and some of the materials necessary to conduct the kinds of activities in which we become involved. I think it is fairly obvious from the small amount of materials I have present that manufacturers are concerned about what we are teaching in Distributive Education and how they can meet our needs. We should use this information and their skills when planning facilities and equipment for our programs.

With this basic information on facilities and equipment, I would like to now open the floor to discussion and talk with you about some specific problems that you might have or see if we can get a sharing of ideas so that we all have an opportunity to learn more about facilities and equipment.

THE RELATIONSHIP OF THE MERIT AWARDS PROGRAM TO THE PROJECT PLAN OF INSTRUCTION

Presented by
Carroll Coakley
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My task is to present to you how the Merit Awards Program relates to the project plan of instruction. As I have reviewed the program for the other sessions, I find that some very outstanding individuals have preceded me in presenting to you various aspects of the project plan.

In attempting to relate how the Merit Awards Program and project plan relate, I feel it is necessary to cover certain background information. I am sure that you are familiar with the rather common population figures which state that about 80 per cent of the high school curriculum is college bound; of course, only about 20 per cent of the curriculum is for the non-college bound student. Another way which these figures are sometimes stated is this: 80 per cent of the funds for education is spent on 20 per cent of the students. Still another popular figure is that only 17 per cent of our student population receives the baccalaureate degree.

It is felt that as a result of the Vocational Education Act of 1963 and the Vocational Education Amendment of 1968 these figures might change. However, the drop-out rate has not changed in the last 60 years. Fifty per cent of high school students will not graduate from college. Thousands of our college

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students do not really know why they are there. Many of them will graduate and will not have a job. It makes one wonder, are some students in college to avoid work? Another comment about education, there is a myth in society, and that myth is "success means a college education." Ninety per cent of the population really believes this. Less than one-third of the high school students enter college and less than one-sixth receive a degree. This is why today we are hearing so much about taxpayers' concerns for education. One might say that there is an education consumer revolt. What are we going to do about this in the 1970's?

The thing now that we hear so much about is career education. There appears to be some controversy about career education. Some say that it is an extension of Vocational-Technical Education. Others would say that career education is much broader, that it should be the umbrella under which all of education belongs. Hoyt (1972) gives five components that will make career education work:

1. Career emphasis of substantive content by all.
2. Vocational skill training in formal education.
3. Outside of school activity.
4. Career development.
5. Home and family.

He mentions that achievement should be related to work. In other words, we must work in order to achieve success, and for the completed work a person may receive pay or he may not receive pay. He may work toward a goal and then the success of achieving the particular goal would be the reward.

MERIT AWARDS PROGRAM

You might be wondering how all of this applies to the Merit Awards Program. I feel that there is a direct application to the Merit Awards

Program. The very reason the Merit Awards Program was established was to give students in DECA the opportunity to participate utilizing their own individual creativity and ability. Today we hear much about unrest among young people. There are the Women's Lib Movement and various other social pressure groups. Students on college and high school campuses have concerns, some of which end up in demonstrations and the destroying of property. As most of you are aware, only 2 per cent of DECA students win the competitive events. What about the other 98 per cent? This is why the Merit Awards Program has evolved. MAP is designed to train and develop more future leaders for marketing and distribution.

Purposes of MAP

1. Broaden the opportunities for student recognition. Most of us would agree that a person likes to be recognized for his progress and achievement. Distributive education students also appreciate recognition.

2. To provide a means for individual student expression of initiative and creativity. The Merit Awards Program allows each student who participates the opportunity to develop his own ability and creativity and demonstrate initiative through the various types of activities or projects which the student may work.

3. To motivate students to assume responsibility for self-improvement. Each student certainly has the responsibility to improve himself and many of the projects or activities are designed to give the student this opportunity.

Goals of the Merit Awards Program

1. To develop a greater awareness of the importance of marketing and distribution in the economy. Through the Merit Awards Program, the student will have the opportunity to receive experiences early in his distributive

education program and to gain an understanding and appreciation of marketing and distribution.

2. To strengthen understanding and appreciation of the competencies necessary for building rewarding careers in marketing and distribution. It is important that students have the opportunity to review and to study various careers in the field of marketing and distribution.

3. To increase the employability of distributive education students. Through the Merit Awards Program the student should become more employable as a result of studying and learning and actually experiencing more about the field of marketing and distribution.

There are three levels of awards in MAP: bronze, silver, and gold. These awards are completed on a progression basis. In other words, the student begins with the bronze award and then moves to the silver award and then to the gold award. All of these awards are completed at the local level. The bronze award is recognized as a local chapter award, the silver award as a state award, and the gold award as a National award. MAP utilizes the five competency areas in distributive education: Economic Understanding; Product and Service Knowledge; Communications; Human and Public Relations; and Marketing. Under each of these five competency areas, the student is required to complete a number of activities or projects. For example, as has already been mentioned, the student begins at the bronze level.

1. Each award is confined to one occupational area. A student may work toward one award in one occupational area (bronze, silver, and gold); then he may work on a second award in the same area or in a second occupational area, if he desires. The student must remain in one occupational area for each level of award; but in working for all three awards (should he choose to do this), he may work on three different areas of interest. A student may work

in the same occupational area on more than one award level. (Example: Petroleum on bronze level, or silver level, or gold level or any combination of these).

2. The student may not perform the same activity in working for a second award that he accomplished for the first award. (Example: He may give a second speech but not on the same topic).

3. Completion of ten (10) activities is required for the bronze award. Students must select two activities in each of the five competency areas.

4. Completion of seven (7) activities is required for the silver award and five (5) activities for the gold award. Students must select at least one activity in each of the five competency areas.

5. To determine whether any activity is worthy of consideration for a bronze, silver, or gold award, the following criteria has been established:

A. The guiding principle for selecting and evaluating activities for the bronze award should reflect <u>acquisition of knowledge</u>. This involves the collection of facts or opinions for the purpose of furthering one's knowledge. A bronze award may be accomplished by locating, assembling, organizing, and classifying subject information.

B. The guiding principle for selecting and evaluating activities for the silver award should reflect <u>analysis of knowledge</u>. This involves the examination of facts or opinions for the purpose of analyzing. A silver award may be accomplished by comparing, examining, validating, defining, clarifying, and bringing together subject information.

C. The guiding principle for selecting and evaluating activities for the gold award should reflect <u>interpretation of knowledge</u>.

This involves the explanation of facts or opinions for the purpose of interpreting. A gold award may be accomplished by explaining, applying, developing, elaborating, illustrating, and evaluating subject information.

Occupational Areas

After a student decides to work toward the bronze award, he must select an occupational area from which he will apply the various activities. For example, if a student's career objective is in the food service area, then he would select activities under the five competency areas and apply them to the food service occupational area. After he completes the bronze award, then he may go on to silver and carry through the same procedure as the bronze award. After completing the silver award, then he may go on to the gold award and likewise carry through the same procedure as in the bronze and silver award.

When a student decides that he wants to participate in MAP, he is asked to sign a Letter of Intent. This Letter of Intent indicates that the student intends to participate in the Merit Awards Program and the time which he expects to complete the award and he signs this form and it is dated along with the signature of the chapter advisor. Then the student is given the Progression Form where he indicates his occupational area and then he selects the various activities to be performed under the five (5) competency areas.

As the student completes the various activities, it is necessary for him to present each activity to either a member of the Advisory Committee or possibly to his on-the-job training sponsor or someone else in the business community to justify that he has completed the particular activity. Then the chapter advisor is asked to approve the activity and then the completed activity is dated. It is felt that this procedure will relate to the business community.

At the conclusion of the Merit Awards Program, the Advisory Committee should assist with the approval of awards at the completion of the MAP activities. After the approval of awards is completed, students are recognized in some manner such as the Employer-Employee Banquet and Awards Day Ceremony or possibly a meeting where the parents are invited. There is one stipulation of MAP and this is that these students are to be recognized at some specific function. The final objective in this presentation is to relate the Merit Awards Program specifically to the project training plan. In doing this, however, I would like to give just a brief review of what some of the literature states about project training.

REVIEW OF THE PROJECT PLAN

Educators in distributive education are concerned about preparing large numbers of students for marketing and distribution. The project plan is felt to be another way of meeting this need. Prior to 1963, students in Federal and state reimbursable high school distributive education programs received their laboratory experience through on-the-job training experiences in distributive businesses. Teacher-coordinators have used projects in the cooperative program; however, the emphasis on project training has shifted to better planned and implemented projects and participating experiences.

Two forms of the project method developed in the early years. The earlier use was in vocational agriculture, and the more eminent use of the method was in "general" education. Bayles (1967) feels that the earlier use of the term as in agriculture is the one that is applicable for distributive education. In referring to the goals of project and cooperative training, Marks (1967) mentions that no matter how instruction is organized (project or cooperative), when it is identified as vocation distributive education, there

are no differences in the desired results. Brown (1965) mentions that a project is any individual, designed learning activity that has a behavioral objective related to an individual's distributive occupational goal and is to be accomplished in a specified length of time, an independent activity completed in a laboratory environment.

Marks (1965) carries the laboratory concept a step further by suggesting that the project laboratory relies upon the teacher-coordinator to plan and supervise participation experiences. Projects may be considered participating experiences. According to Samson (1966), participating experiences are carefully organized activities and projects designed to provide students realistic vocational application of the content learned in the distributive courses. In the planning for participating experiences the occupational goal of the student is considered. Nelson (1967) in paraphrasing the statement of purpose of the Vocational Education Act of 1963 summarizes project training as follows:

> It is the purpose of project training to extend the capabilities of distributive education so that persons enrolled for full-time study will have access to an option of vocational application of instruction, through project participation, which is realistic and meaningful in light of their occupational objectives and which is suited to their needs, interests, and ability in developing employment qualifications.

According to O'Brien and Levendowski (1966), the project plan combines related classroom instruction with a series of supervised practical experiences. It is important that projects be planned in conjunction with classroom content related to student occupational objectives. Ferguson (1967) mentioned that in the planning for teaching of distributive education by projects there

are two basic variables to consider--time and place. Bayles (1967) suggests that a master list of approved projects may be used as the basis for individual student choices. Reports of these individual projects should be presented to the class so that class members can share in the knowledge.

Samson (1967) provides a format to be utilized in distributive education projects: Descriptive Title; Objective or Purpose; Nature and Scope; Materials, Equipment, and Resources; Pre-Project Preparation; Step-by-Step Description; and Evaluation.

Nelson (1972) in discussing methods of instruction mentions that we must begin to think of instruction and exploratory objectives and concomitant. The use of well-conceived projects and employment experiences which will tap student interest and create a positive image of the field.

MAP AND THE PROJECT PLAN

I would like now to review MAP and the various aspects of MAP and relate this to the project training plan. After a student has decided to participate in MAP, he must sign a Letter of Intent. This Letter of Intent is related to the training contract which in the project program the student signs an agreement to complete a particular project. This commits the student, and it gives the teacher-coordinator more of a positive approach, or I might say this "puts teeth into the program." In the Merit Awards Program, the DECA member signs and dates the Letter of Intent. The particular award which he is working toward is indicated as well as the expected date of accomplishing all of the activities within the award. The chapter advisor then signs the Letter of Intent.

The member indicates on the Progression Form the level of award and then he is asked to select activities from the five competency areas. Within each

of the five competency areas, broad behavioral objectives are written and then the activities in meeting these objectives are indicated on the Progression Form. This would relate in the project program to the purpose of the project and also would apply to the nature and scope of the project program. A student with low ability may select projects that would be more in line with this ability, while a student with a higher level of ability would be encouraged to select activities that would interest and motivate him to a higher level of accomplishment.

Traditionally in distributive education there has been a concern for a greater involvement of the distributive business community. The proof of completion which is signed by a businessman, job sponsor, manager, or other civic leader certainly would be an indication of this continued interest. Actually, the proof of completion signature and the advisor approval serves as a form of progress reporting and/or evaluation of the DECA member.

Regarding the step-by-step description, the student has this briefly stated for him as he selects the activities. However, this is a unique feature of the Merit Awards Program wherein the student must take the activity and then develop it further. Again, this is based on his ability, creativity, interest, and motivation. At this point, the student would need to plan his pre-project preparation. For example, if the student is going to interview a businessman regarding why he went into business, then he needs to give this assignment some thought and possibly he should be encouraged to develop an outline regarding the information which he is seeking. This procedure relates to the training contract and the training plan in the cooperative program.

It is important that the student identify and crystalize as much as possible his career objective. As specified in MAP, the student must select an occupational area and then develop his activities in relationship to the occupational area. This relates to the project program in which the student is

asked to identify his career objective. After students have completed the Merit Awards Program, the activities of each student are reviewed by a Review Committee or the Advisory Committee. This committee is not asked to rate or grade the activities, but they are asked to pass and review the activities which each student has completed. This may be a difference in comparing MAP with the project program. Each student in MAP is presented with an award providing that he has completed the activities which he was committed to in the beginning of the program. Each student is presented with a certificate which indicates the award and the occupational area within which the student worked. This is different from the project program wherein students in MAP are recognized for meeting and accomplishing their stated objectives.

Another unique feature of MAP is the fact that the various activities can be reviewed by the chapter advisor at any particular time to determine the progress of the student. The fact that the student directs his own activities makes it an easy task for him to review and evaluate the progress which is being made. The recognition of the MAP awardees is different than that found in the project program as was mentioned earlier. Chapter advisors are requested to present each student with an award or certificate in some type of awards ceremony other than just recognizing the students in class.

Regarding the learning outcomes for the student in MAP, as he completes, for example, the activities in the bronze award, they are reviewed by businessmen, advisor, and review committee. The student may also review at any time his progress and achievement on the activities before progressing on to a higher level. As the student progresses through the various activities, he will have the opportunity to experience many learning experiences which will "whet his appetite" and motivate him to do even more than the activity specifies.

SUMMARY

The Merit Awards Program had certain positive effects on students involved in the pilot program of 1970-71. Understanding the free enterprise system, becoming aware of marketing and distribution as a profession and realizing the need for further training were among the more beneficial effects. Teacher-coordinators felt that MAP will complement distributive education and enhance the total instructional program. Coordinators also felt that MAP provides opportunities for self-initiated and self-directed activities and that participation in the program will increase in future years.

The Merit Awards Program is a unique learning plan which makes it possible for more individual student participation. It is similar to the project plan in that it utilizes a series of planned activities directed toward a career objective. It differs in that it recognizes the individual ability and creativity of the student. The student is then rewarded on the results of his achievement through a system of merit. Thus the Merit Awards Program can satisfy the need to achieve of every distributive education student in a positive and reinforcing way.

_____
Month Code

APPENDIX A

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

LETTER OF INTENT

I _____ intend to broaden my career knowledge by participating in the Merit Awards Program as outlined for the _____ Award. I understand that my progress in this program will be evaluated as necessary by my Chapter Advisor. It is my intention to complete this phase of the program by _____ (date), and I hereby certify that my National DECA dues for this school year have been paid.

_____ Date

_____ Signature of DECA Member

Program outline and program form supplied on _____ (date)

_____ Name of School

_____ Address of School

_____ City, State, Zip

_____ Chapter Advisor

Month Codes:

September	- 9	January	- 1
October	- 10	February	- 2
November	- 11	March	- 3
December	- 12	April	- 4

APPENDIX B

Name _____ Grade _____

Chapter _____ Occupational Area _____

PROGRESS FORM

Each student is required to keep a record of the progress of his activities. This form should be kept in the DECA member's portfolio in order that he and his advisor can review it from time to time.

_____
Level of Award

List below the activities in each competency area which you complete. Have the proof of completion signature and advisor approval for each competency area.

ECONOMIC UNDERSTANDING

List of Activities to be Performed	Proof of Completion Signature	Advisor Approval	Date Completed

PRODUCT AND SERVICE KNOWLEDGE

List of Activities to be Performed	Proof of Completion Signature	Advisor Approval	Date Completed

List below the activities in each competency ai a which you complete. Have the proof of completion signature and advisor approval for each competency area.

COMMUNICATIONS

List of Activities to be Performed	Proof of Completion Signature	Advisor Approval	Date Completed

HUMAN AND PUBLIC RELATIONS

List of Activities to be Performed	Proof of Completion Signature	Advisor Approval	Date Completed

MARKETING

List of Activities to be Performed	Proof of Completion Signature	Advisor Approval	Date Completed

APPENDIX C

SUGGESTIONS ON HOW TO IMPLEMENT MAP

The basic purpose of MAP is for individual student recognition. There are three levels of awards (bronze, silver, and gold). The following are suggestions to enable the chapter advisor to more effectively implement MAP.

1.) Students select areas of interest from occupational areas.

2.) There are five major competency areas from which to choose activities.

3.) All students must begin at the bronze level and progress to silver and to gold.

4.) Students must complete ten activities for bronze, seven activities for silver, and five activities for gold from the five competency areas.

5.) Students should be guided in selecting activities which will motivate them to develop their abilities and interests.

6.) Students may work in one occupational area for all three awards.

7.) Students may complete the bronze award in one occupational area and change to a different occupational area if he so desires for silver and for gold.

8.) MAP should be started early in the fall.

   A. MAP should be introduced to each DE class.
   B. MAP should be presented to individual students to assist them in getting started.
   C. Student group leaders may be appointed to assist with MAP.

9.) MAP should relate to the Distributive Education instructional program.

10.) An Advisory Committee should be appointed at the beginning of the program. MAP should be explained to the Committee.

11.) Each student may have his own individual Advisory Committee.

12.) The Advisory Committee should assist with the approval of awards at the completion of MAP activities.

13.) Awardees may be recognized at a public ceremony.

   A. Bronze - local DECA chapter
   B. Silver - State DECA Leadership Conference, if possible
   C. Gold - NLC (Roll Call)

IF A STUDENT PREFERS HIS AWARD TO BE PRESENTED PRIVATELY WITHOUT FANFARE, HIS PREFERENCE SHOULD BE HONORED.

14.) The local coordinator sends a list of awardees (bronze, silver, and gold) to his State DECA Advisor. The State Advisor forwards a list of all awardees for his state to DECA Headquarters.

15.) Each student completes a Letter of Intent. This is a contract between student and coordinator.

16.) Awards may be completed after NLC.

17.) MAP ACTIVITIES ARE NOT TO BE JUDGED ON A COMPETITIVE BASIS, BUT ON THE STUDENT COMPLETING THE ACTIVITIES BASED ON HIS INDIVIDUAL ABILITY.

18.) Progress of students should be reviewed periodically to see if they are having any difficulty.

19.) An adjusted due date for the completion of a MAP project may be made through agreement by both the student and the teacher-coordinator.

20.) A student is to receive a MAP certificate Award upon completion of his MAP project:
ONLY AFTER HIS PROJECT IS REVIEWED AND APPROVED BY THE STUDENT, HIS TEACHER COORDINATOR AND ALL MEMBERS OF THE PROJECT ADVISORY COMMITTEE.

APPENDIX D

Table 1

LEVEL OF AWARDS WITH ACTIVITIES IN THE
FIVE OCCUPATIONAL AREAS

Occupational Area of Interest: _____

Beginner: BRONZE Intermediate: SILVER Advanced: GOLD

	Collection of Information	Analysis of Information		Interpretation of Information
COMPETENCY AREAS	Must select and complete 2 activities in each area	Must select and complete 7 activities with at least 1 activity in each area		Must select and complete one activity in each area
		Required	Student Choice	
Economic Understanding	2 activities	1 activity		1 activity
Product and Service Knowledge	2 activities	1 activity	2 more	1 activity
Communications	2 activities	1 activity	activities	1 activity
Human and Public Relations	2 activities	1 activity		1 activity
Marketing	2 activities	1 activity		1 activity

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Project Examples

PROJECT EXAMPLES

INDIVIDUAL PROJECTS

1. Advertising Layout
2. Cash Register Check-Out
3. Credit Department Analysis
4. Field Trip--Credit Exchange
5. Pricing for Profit
6. Salesmanship--Demonstration
7. Salesmanship--Overcoming Objectives
8. Salesmanship--Terms
9. School Store Operation--6 projects
    a. Bookkeeper
    b. General Manager
    c. Personnel Manager
    d. Promotion Manager
    e. Salesperson
    f. Stock Manager
10. Showcard Writing
11. Transportation
12. Window Display

SMALL GROUP PROJECTS

1. Change Making
2. Color and Design
3. Consumer Survey
4. Mapping Market Area
5. Store Layout Analysis
6. Window Display--Comparison
7. Window Display--Planning
8. Window Display--Planning

CLASS GROUP PROJECTS

1. Advertising
2. Brand Preference
3. Occupational Analysis
4. Sales Promotion
5. Snowmobile Show
6. Window Display.

INDIVIDUAL PROJECT*

A. Descriptive Title:
Practical application in use of the chisel point pencil in making creative headlines

B. Objective or Purpose:

As a result of this project, you should:

1. Determine how chisel point pencils are used to create rough or final layouts
2. Create neat, attractive letters with one or two strokes
3. Develop an interest in improving your technique
4. Create or revamp distinctive appealing headlines

C. Nature and Scope:

In advertising layout, the chisel point pencil is a useful tool to the layout artist. It is used to finalize headlines and main copy in an efficient, accurate manner, to alleviate errors and, later on, expense in the production of the layout. In this project, you will be given an opportunity to familiarize yourself with the chisel point and its application in producing accurate headlines for layouts.

D. Material, Equipment, and Resources:

Use of the following will be recommended:

1. Primary penmanship tablets
2. Layout sheets, unruled news type
3. Chisel point pencils 4B, 2B, HB, 2H, 4H, 6H
4. Erasers, art gum preferred
5. Carpenters pencil 4B square variety
6. Razor blade single edge for sharpening
7. Sandpaper stick for flat edging
8. No. 2 lead pencil
9. Models of lettered material
10. Overhead transparencies on chisel point style
11. Overhead projector, opaque projector
12. Speedball textbook, Ross F. George
13. Masking tape
14. Dittoed or mimeographed material for self-instruction in use of the chisel point in layout.

*Developed by WMU Seminar Participant

E. Pre-project Preparation:

A classroom or individual unit on advertising layout covering layout methods to include scissors and paste mats, tracing, and emphasis on drawing. Fundamentals of good advertising headlines.

F. Step-by-Step Description:

1. Using the primary tablet, practice a few elementary strokes, running through the alphabet a couple times using all the different leads.

2. Check your models for accuracy as you practice your strokes.

3. Contact an advertising agency in order to see art direction in laying out ads. You should be able to pick up some tips on chisel point use from observing and questioning.

4. Take some ordinary magazine ads and trace illustrations with the opaque projector. Then revamp the headlines and copy using your own creative instincts, including any new strokes you might add with the chisel points.

5. Create an ad layout from scratch using all of your materials and models in your creation.

6. Make a transparency of your layout and view it on the overhead projector to evaluate your progress to date with the chisel point pencils.

INDIVIDUAL PROJECT*

A. Descriptive Title:

Daily Register Cash-out and Required Records

B. Objective or Purpose:

Most sales people record cash sales on a cash register. The CASH REGISTER has become a very valuable business machine in many retail organizations. It is used whenever cash sales are made in any volume. Store owners spend considerable amounts on their cash registers. Why? A cash register may do some or all of the following:

1. Provide information which can be used at a later time, such as printed receipts for the customer. It can also make a printed record of the transaction on both copies of a duplicate sales check.
2. Protect clerk, customer, and merchant.
3. Speed the handling of transactions.
4. Minimize mistakes in processing sales.
5. Transmit the sale information into a computer.
6. Compute the amount of change due.
7. Return the change to the customer.
8. Dispense change for specified amounts (25¢, 50¢, 75¢, or $1.00) tendered by the customer.
9. Handle credits and refunds, such as bottle deposits in a supermarket.
10. Issue trading stamps according to the subtotal.
11. Count transactions and customers.

C. Nature and Scope:

The project is designed to provide a training experience for 11th or 12th grade project-laboratory student with the following qualifications:

1. A mid-management career goal.
2. A genuine interest in retail sales - its procedures of operation and its job opportunities with a department.
3. A desire to attain some work experience in a sales department.

The project should encompass approximately 3 days including work experience, and it is one of a series of projects concerning various department functions of the distributive occupations.

*Developed by WMU Seminar Participant

D. Material, Equipment, and Resources:

The following material will be available to you:

1. A Cash Register or printing adding machine.
2. A supply of Cash-Out Forms.
3. Pencils and/or ball point pens.
4. A supply of carbon paper.
5. A supply of four (4) column ledger paper.
6. A supply of rulers.
7. A $20.50 cash fund (play money).
   a. $1.00 = $5.00
      .25 = 6.00
      .10 = 5.00
      .05 = 4.00
      .01 = .50
      $20.50
   b. $200 in addition for customer money.

E. Pre-project preparation:

1. Review mathematical equations.
2. With the assistance of the project coordinator review the plan for completing the project.
   a. Time schedule.
   b. Various forms needed.
   c. Check points for progress evaluation.
   d. Format for final report.
   e. Evaluation.

F. Step-by-Step Description:

1. Review the following math problems which are simple addition and subtraction problems:
   a. Pages 51-52.
2. Correct the above problems with the use of printing adding machine and save your tapes.
3. Establish a change fund for cash register.
4. Cash register or adding machine exercises refer to pages 91, 92, 93, and 94 (24 problems).
5. Pay for each purchase.
6. Cash close your register refer to pages 58-59.
7. Record the amount of cash in drawer on Cash Out sheets provided. Follow each item 1-9.

G. Evaluation:

1. The trainee should do a self-evaluation on the project.
2. The project coordinator should evaluate the written final report.
3. The project trainee should be given a combination oral/written test administered by the project coordinator.

INDIVIDUAL PROJECT*

A. Descriptive Title:
Analysis of the Operation of a Credit Department in a Retail Store - With Related Work Experience

B. Objective or Purpose:

1. To develop an overview of the total operation of a credit department by conducting interviews and making observations within the department.
2. To become better acquainted with the various functions of a credit department by completing a series of job analyses.
3. To become aware of human relation factors and skills which are necessary for the effective operation of a credit department.
4. To identify the materials, equipment, and supplies normally used in operating a credit department.
5. To identify the ideal location and layout of a credit department.
6. To analyze the costs of maintaining a credit department.
7. To critique the information gathered in meeting the stated objectives.
8. To prepare for, complete, and evaluate work experience within a credit department.

C. Nature and Scope:

This project is designed to provide an in-depth training experience for a 12th grade project-laboratory student with the following qualifications:

1. One year of 11th grade D.E.
2. A mid-management career goal.
3. A prospective marketing co-op at the community college.
4. A genuine interest in retail credit - its procedures of operation and its job opportunities with a department.
5. A desire to attain some work experience in a credit department.

The project should encompass approximately 6 weeks, including work experience, and it is one of a series of projects concerning various department functions of the distributive occupations.

D. Materials, Equipment, and Resources:
1. A 3x5 card file with index cards.
2. Graph paper for charts and layouts.
3. A large notebook.
4. Letter size manila folders.
5. Option - camera.

*Distributed by: Harland Samson, University of Wisconsin, during WMU Seminar.

F-1

E. Pre-project Preparation:

1. Review credit information previously studied, i.e., unit notes, texts, booklets, films, etc.
2. With the assistance of the project coordinator in several conference sessions, design an overall plan for completing the project. This plan should include:
   a. A time schedule.
   b. Various forms needed for accumulating information:
      - job analysis form
      - interview plan and questions
      - work-flow chart
      - human relations evaluation sheet
      - inventory sheet
      - operating cost summary sheet
      - work experience daily summary sheet
   c. Checkpoints for progress evaluation.
   d. A format for a written final report.
   e. Evaluation procedures.
3. The project coordinator should secure a project training station in an appropriate credit department of a local store. He should make all necessary arrangements with the employer, the project trainee, and the school regarding the responsibilities of each in completing the project. This information should be incorporated into a project training plan.

F. Step-by-Step Description:

1. Interview the credit manager for an orientation to the department.
2. Complete a job analysis for each job in the department. Include job duties, responsibilities, and requirements, and a typical day's work. Prepare a work-flow chart.
3. Observe and list the human relation skills used in effectively operating the department.
4. Complete a descriptive inventory of the following items: (include samples when appropriate)
   - equipment
   - materials and supplies
   - forms and form letters
   - reports
5. Write a description of the appearance and the location of the department within the store and sketch a layout.
6. Determine the costs of operating the department.
7. Analyze the information accumulated and identify strengths and weaknesses. Include suggestions for improvement.
8. Identify areas of potential work experience and complete the work experience according to the project training contract.
9. Write a summary of each day's work.
10. Re-evaluate all information gathered to this point in light of your work experience. Also adjust strengths, weaknesses, and suggestions which were identified in step 7.
11. Prepare the final report according to the format explained under pre-planning.
12. Take pictures and/or slides of appropriate aspects and activities of the project and include them in your final report (optional).

13. The project trainee should write thank you notes to all those involved with the project.

G. Evaluation:

1. Evaluation by the project coordinator and the project trainee should be done throughout the entire work period according to the check-points devised in the pre-preparation for the project.
2. The project trainee should do a self-evaluation on the project.
3. The project coordinator should evaluate the written final report.
4. The employer (credit manager) should evaluate the student's work experience on a rating sheet provided by the coordinator.
5. The project trainee should be given a combination oral/written test devised and administered by the project coordinator and/or the credit department manager.

INDIVIDUAL PROJECT*

A. Descriptive Title:
Planning a Field Trip to a Credit Exchange

B. Objective or Purpose:

1. For the class to become better acquainted with the various functions of a credit department.
2. To identify the materials, equipment, and supplies normally used in a credit department.
3. To explore the possibilities of a future job for members of the class.
4. To identify the ideal location and layout of a credit department.
5. To help a student who aspires to become a travel director plan a trip for a group.

C. Nature and Scope:

Very few people who, even though they use a credit card every day, understand the amount of checking and investigation that takes place before a retail store grants a new customer a credit card.

This project is designed to provide understanding in what a credit exchange does and possible future job possibilities for individual members of the class.

D. Material, Equipment, and Resources:

1. Map of area over which we will be walking.
2. Materials necessary for final report.
3. Large notebook.

E. Pre-project Preparation:

1. Review credit information previously studied in Retail Merchandising by Wingate and Gillespie.
2. Determine which credit exchange to visit.
3. Discuss in class the functions of a credit exchange.

F. Step-by-Step Description:

Visit the credit exchange beforehand. Meet the manager or assistant manager and explain the purpose of this field trip. Get permission for class to visit the exchange and fix the date and time that is convenient for both. Go over objectives of the trip with manager. Discuss items that student-director feels are important for manager to discuss with class.

G. Evaluation:
Teacher-coordinator will evaluate the field trip the next day in class through class discussion on what was learned by the class. The grade of the student-director will be largely determined by how smooth the project went.

*Developed by WMU Seminar participant.

INDIVIDUAL PROJECT*

A. Descriptive Title:
General Manager of _____ (school store)

B. Objective or Purpose:

1. To become acquainted with proper procedure of pricing for profit.
2. To be able to buy merchandise to suit customer demands.
3. To become acquainted with operational activities connected with a small business.
4. To learn how to delegate authority.
5. To learn how to buy through salesmen.
6. To become skillful in checking out a cash register.
7. To have experience in working with other people.
8. To gain experience in assuming responsibility.

C. Nature and Scope:

You will be in charge of conducting business necessary for the successful operation of the school store. You will be responsible for all operations but will delegate to other sub-managers. This job will be for at least one semester.

D. Pre-project Preparation:

Completed instruction in Preparatory D.E. class
Concurrent with this project--to complete a class project on seasonal coding.

Go over with the teacher correct procedure in checking out a cash register.

E. Materials, Equipment, and Resources:

Cash register check-out forms and change bag

F. Step-by-Step Description:

1. Become acquainted with store records (stock records and financial records)
2. Check on all incoming orders so you will know what to look for.
3. Work out a system of recording customer requests.
4. Work out a seasonal code system (it should be different from last year's).
5. Call staff meeting to:
   a. go over duties
   b. arrange for store opening
   c. go over store policies
   d. answer any questions

*Developed by WMU Seminar Participant.

6. Be sure all items are correctly priced (delegate).
7. Make arrangements for first day's cash bag.
8. Place all orders as needed after consultation with stock manager.
9. Check out cash register at end of each day. Prepare a duplicate copy of the day's sales for each member of the sales force. Keep original in your file.
10. Deposit cash with school bookkeeper. Get receipt and give it to your bookkeeper.
11. In case of your absence, the bookkeeper will check out the register. It will be your responsibility to train her/him as to proper procedure.

G. Evaluation:

Student

Write up a report according to the following questions. Keep a copy for your project file and give one to the teacher:

1. To your knowledge, were sales lost due to running out of stock?
2. Is the stock too heavy? Too light?
3. What was the average per cent of mark-up?
4. Did you have any problems with personnel? Personality conflicts? Evidence of dishonesty or inefficiency?
5. In which ways did you delegate authority?
6. Do you feel this was a worthwhile project for you? In what ways?

Teacher

1. Did the store maintain a profit during this period?
2. Were reports complete--accurate and on time?
3. Were you aware of strife between staff members and/or sales force?
4. What was the general appearance of the store?

INDIVIDUAL PROJECT*

A. Descriptive Title:
Creating Product Appreciation Through Demonstration

B. Objectives:

1. The student will be able to research and write a product information report.
2. The student will be able to write a product analysis.
3. The student will be able to determine important product features that should be included in a product demonstration.
4. The student will appreciate the use of product benefits over facts by using them to meet customers' needs.
5. The student will be able to decide how to appeal to the interest and the desire of the customers for the product.
6. The student will be able to plan a product demonstration.
7. The student will be able to give a written and oral product demonstration.
8. The student will develop self-confidence in speaking and demonstrating before a group.
9. The student will be able to evaluate the planning and execution of his demonstration.

C. Nature and Scope:

You will choose a product that you wish to demonstrate to the class. You will compile information about this product and make a product analysis. You will determine the features that will be included in your demonstration. And finally, you will demonstrate your product to the class.

This project will take approximately two weeks to complete. You will be required to keep a notebook of all the activities involved in the project.

D. Materials Needed:

Notebook
Typewriter (if available)
Newspapers
Magazines
A product
Reference materials (in the room or library)
Fundamentals of Selling by Wingate and Nolan
Sources of product knowledge (area retailers, manufacturers, brochures, handbooks, etc.)

*Developed by WMU Seminar Participant.

E. Pre-project Preparation:

1. Take notes on lectures and class discussions and record them in your notebook.
2. Read and review chapter 6, part A, pages 184-189, and part D, pages 203-210 in Fundamentals of Selling, Wingate and Nolan, 9th edition, South Western Publishers. Take brief notes on your reading and/or chapter 11 and pages 140-150 in Salesmanship Fundamentals by Ernest and Davall, 2nd edition, published by Gregg-McGraw-Hill.
3. Read chapter 9, parts C and D, pages 306-319 in Fundamentals of Selling. Take brief notes on your reading.
4. Read handout #1, attached.
5. Make a list of at least 10 facts that a salesman should know about a product before selling or demonstrating the product. This will be discussed in class. You are encouraged to find some of this information on your own in the time that is provided during class. Record your findings in your notebook.
6. A product analysis helps turn project facts into selling points. Find out more about what a product analysis is and how to make one. Record this information in your notebook for future reference.
7. In a newspaper or a magazine select an advertisement that provides an abundance of information on a product. Write up a product analysis of this product from the information that can be derived from the advertisement. Place the ad and your product analysis in your notebook.

F. Step-by-Step Procedure:

1. Choose a product that you would like to demonstrate to the class. Record your choice in your notebook.
2. Make a product information study of your product and place this in your notebook.
3. Make a product analysis of your product. Place in your notebook.
4. From your product analysis list the specific features about your product that you would want to bring up in your demonstration.
5. Plan your product demonstration. This plan will include:
   a. an outline of your demonstration
   b. an explanation of how you plan to create interest and desire for your product (What are you going to appeal to and how?)
   c. a list of the materials that you will need (extension cord, visual aids, etc.)
   d. a diagram of the classroom and where you will do your demonstration (desk in front of the room, electrical outlets you will use, etc.)
6. Write up your product demonstration.
7. The tape cassette will be available for you to practice your demonstration. (Pay particular attention to your quality of voice and quality of speech--if you feel you need help in this area, ask for additional information).
8. Practice your complete demonstration at home just as you plan to do it in class. Make sure you have everything needed, including product analysis, to complete your demonstration.

9. Be prepared to demonstrate your product to the class. NOTE: When it is your turn to give your demonstration, bring everything you will be using to the instructor's office where it can be locked up until you are ready for it. Please have your name on anything you bring from home.
10. Write an analysis of your demonstration. Also write short comments on other demonstrations that are given in class. Record these in your notebook.
11. Compile all the information that you have collected into your notebook and hand in to the teacher.

G. Evaluation:

1. The student will give an oral and a written demonstration to the class. This will be evaluated by the student giving the demonstration, the class, and the teacher.
2. Your notebook will be checked regularly and will be evaluated on the following:
   a. neatness
   b. completeness
   c. quality of work
3. You will also make an evaluation of the work you have completed and of the project.
4. You will be evaluated on your use of class time.

Handout #1

Product Demonstrations

What Demonstrations Can Do:

They can develop the customer's interest.
They can create desire for the product.
They can win conviction (customer's) for purpose of buying.

They help the customer sell himself by a subjective demonstration.
They prevent distractions from consuming the customer's attention.
They prove what the salesman says is true.
They create confidence on the part of the customer toward the salesperson.
They can cause customer satisfaction by his learning how to use and care for the product.

Purposes of Demonstrations:

To introduce a new product.
To show new uses or features of old products.
To help sell the products.
To create demand for products.
To pave the way for the salesman to later on sell his products.
To instruct the customer in the care and use of the product.
To prove product claims.

Two Types of Demonstrations:

Objective demonstration where the salesman shows the prospect how product works.
Subjective where the prospect shows the salesman he understands.

Two Divisions of a Demonstration:

General where the entire product is demonstrated.
Specific where one particular part or parts are demonstrated (most common).

Preparation for a Demonstration:

Carefully choose the product.
Determine how you will appeal to the sense; use movement, color, etc., to create interest.
Determine what part you will demonstrate and how you will involve the prospect to develop desire.
Determine which facts to convert into benefits, which questions will need answering, and what possible objections you might run into in order to secure customer conviction.

Rehearse--PLAN YOUR WORK AND WORK YOUR PLAN
Practice, use notes if necessary in order to remember important points and to follow your planned continuity.

INDIVIDUAL PROJECT*

A. Descriptive Title:
Overcoming Objections

B. Objective or Purpose:

1. To help the student develop the ability to overcome major objections customers offer during the sales process.
2. To build confidence in handling objections so the student welcomes an objection.
3. To improve communication skills.
4. To increase the student's weekly pay check through increased commissions.

C. Nature and Scope:

1. This project is designed to make the student aware of (a) major objections, (b) two methods of handling objections.
2. By practice in the D E. laboratory and on the job, this project will assist the student in becoming at ease when a customer offers objections.
3. The project will take approximately five to six weeks utilizing the laboratory and on-the-job training in comparison with weekly pay checks.

D. Materials, Equipment, and Facilities:

1. D.E. laboratory.
2. Duplicated list of common objectsion: YES-BUT, and SMOKE-OUT methods.
3. Sample merchandise from student's training station.
4. Rubber ball.
5. Form to record weekly pay checks.

E. Pre-project Preparation:

1. Individual readings
   a. Fundamentals of Selling, 9th Edition, (South-Western), pp. 338-345.
   b. Creative Selling, (South-Western), pp. 213-254.
   c. Salesmanship, (Leadership Techniques Institute, Inc.), pp. 27-92.
   d. The Sale Begins When the Customer Says "No," (MacFadden-Bartell), entire book.

F. Step-by-Step Description:

1. Have student compile a list of all possible objections that he has heard.
2. Have the student group these objections into major categories.
3. Have the student study the best possible answers to each of the major categories of objections.

*Developed by WMU Seminar Participant.

4. Through the "rubber ball" technique, the teacher and student will practice overcoming objections.
5. The student will practice on customers at his training station the technique that he is learning.
6. The student will keep a daily and weekly commission report for presentation to the class.
7. The student will make a final report to the class on the outcome of the project.

G. Evaluation:

1. The teacher's evaluation should be based upon the student's effort in an attempt to better himself and solve a problem.
2. The student should evaluate his own performance solely on the basis of increased commissions.
3. The teacher and student should arrive at a joint evaluation of this project.

INDIVIDUAL PROJECT*

A. Descriptive Title:
Learning How to use Selling Terms

B. Objective or Purpose:

To help the student develop the ability of using descriptive terms when selling merchandise.

C. Nature and Scope:

1. This project is designed to make the student aware of the descriptive terms, facts, customer benefits, values, etc., on specific kinds of merchandise.
2. The purpose of this short project is to make the student develop "on his own" a list of terms that can be used in describing various kinds of merchandise, where to get the merchandise facts, how to integrate use of them in selling the product.
3. The project will take approximately one week if merchandise is available in D.E. classroom-laboratory; 2-3 weeks if merchandise can only be found in local stores.

D. Materials, Equipment, and Facilities:

1. Ten items of merchandise with different uses and physical characteristics
2. Community map of business firms in area
3. Sample advertisements
4. Labels
5. Display materials

E. Pre-project Preparation:

1. Instruction on using labels, advertisements and displays as sources of selling terms.
2. Pre-project preparation should include coverage of sections on merchandise information.

F. Step-by-Step Description:

1. Identify five specific stores on the community map to be used for observation purposes.
2. Have student compile a list of items of various types of merchandise of interest to him for which the student can obtain a number of descriptive terms on each.

*Taken from: Rutgers Workshop Report, June 1967.

3. Student will visit the five stores to observe displays and labels and will also collect ads from these stores to compile list. The source of the descriptive term should be indicated beside the term to insure the student uses ads, displays, and labels.
4. Samples of ads, labels, and display materials with descriptive terms underlined should be included with the compiled list if possible.
5. Student reports to class what he learned about descriptive term and how they may be used in selling.

G. Evaluation:

1. Teacher evaluation should be based strictly upon student interests and thoroughness of list of descriptive terms.
2. Students should evaluate their own performance in the project by learning other students role play part of "customer" and ask questions about the merchandise.

INDIVIDUAL PROJECT*

Managing the School Store

The following 6 projects deal with the management and skills of a school store. The projects have been set up with a local situation in mind. This may or may not fit in every school store operation. Hopefully, they will at least be a source of an idea.

Facts about the local situation:

1. Store is to be opened on first day of school--any later would result in a decided loss of sales. Also, paperback textbooks are handled.

2. Executive staff is appointed from last year's Jr. Preparatory D.E. class (now senior D.E.).

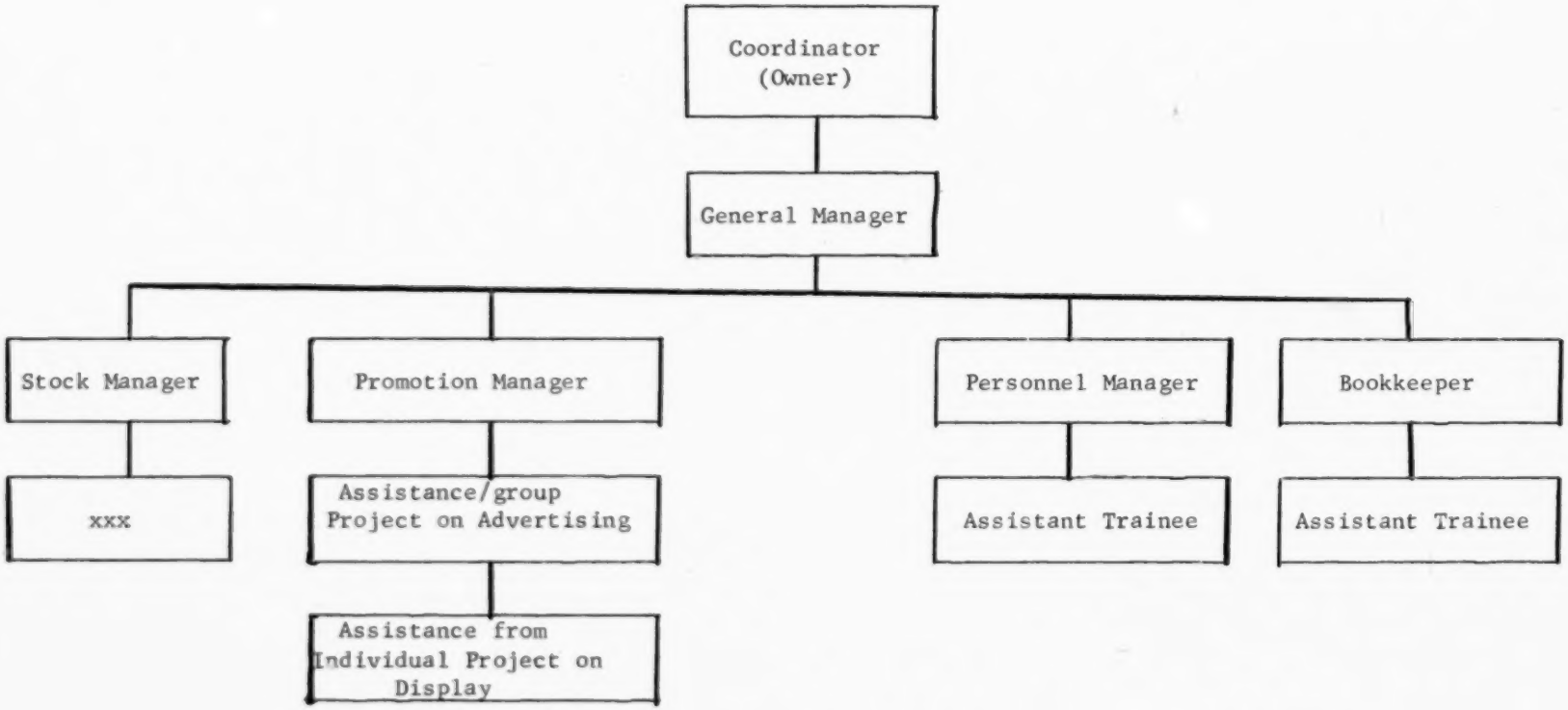
3. Store sales staff is from Junior D.E.

4. A staff meeting will have to be called before school begins to go over opening procedures. If not already done so, copies of each project should be given to the students.

*Distributed by: Harland Samson, University of Wisconsin, during WMU Seminar.

U-2

CHAIN OF COMMAND



INDIVIDUAL PROJECT*

A. Descriptive Title:
General Manager of _____(School Store)

B. Objective or Purpose:

1. To gain experience in assuming responsibility.
2. To have experience in working with other people.
3. To become acquainted with operational activities connected with a small business.
4. To become skillful in checking out a cash register.
5. To be able to buy merchandise to suit customer demands.
6. To learn how to buy through salesmen.
7. To become acquainted with proper procedure of pricing for profit.
8. To learn how to delegate authority.

C. Nature and Scope:

You will be in charge of conducting business necessary for the successful operation of the school store. You will be responsible for all operation but will delegate to other sub-managers. This job will be for at least one semester.

D. Pre-project Preparation:

Completed instruction in Jr. Preparatory D.E.
Concurrent with this project--to complete a class project on seasonal coding.
Go over with the teacher correct procedure in checking out a cash register.

E. Materials, Equipment, and Resources:

Cash register check-out forms and change bag

F. Step-by-Step Description:

1. Become acquainted with store records (stock records and financial records).
2. Check on all incoming orders so you will know what to look for.
3. Work out a system of recording customer requests.
4. Work out a seasonal code system (it should be different from last year's).

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U-2b

5. Call staff meeting to:
   a. go over duties
   b. arrange for store opening
   c. go over store policies
   d answer any questions
6. Be sure all items are correctly priced (delegate).
7. Make arrangements for first day's cash bag.
8. Place all orders as needed after consultation with stock manager.
9. Check out cash register at end of each day. Prepare a duplicate copy of the day's sales for each member of the sales force. Keep original in your file.
10. Deposit cash with school bookkeeper. Get receipt and give it to your bookkeeper.
11. In case of your absence, the bookkeeper will check out the register. It will be your responsibility to train her/him as to proper procedure.

G. Evaluation:

Student

Write up a report according to the following questions. Keep a copy for your project file and give one to the teacher.

1. To your knowledge, were sales lost due to running out of stock?
2. Is the stock too heavy? Too light?
3. What was the average per cent of mark-up?
4. Did you have any problems with personnel? Personality conflicts? Evidence of dishonesty or inefficiency?
5. In which ways did you delegate authority?
6. Do you feel this was a worthwhile project for you? In what ways?

Teacher

1. Did the store maintain a profit during this period?
2. Were reports complete--accurate and on time?
3. Were you aware of strife between staff members and/or sales force?
4. What was the general appearance of the store?

INDIVIDUAL PROJECT*

A. Descriptive Title:
Promotion Manager of the School Store

B. Objective or Purpose:

1. To increase sales by means of promotion.
2. To gain experience in the various means of promoting sales.
3. To learn how to create signs and posters that sell.
4. To gain experience in writing ads for newspapers.
5. To have opportunity to develop creativeness.
6. To gain experience in working with others.

C. Nature and Scope:

You will endeavor to increase sales in the school store by means of well-planned and placed promotions, events, ads, and signs. Although a promotion manager of most businesses has working for him artists and ad men, you will be all of them. This job is to run for one semester.

D. Pre-project Preparation:

You must have completed Jr. Preparatory D.E.

You should be participating concurrently with this project and, as early as possible, individual projects on sign writing and ads promotion.

E. Material, Equipment, and Resources:

1. Reference books on ad and sign writing
2. Paste board, paint (show card), brushes, lettering pens
3. Ad forms, P.A. announcement forms
4. Drawing table

F. Step-by-Step Description:

1. Become familiar with store policies.
2. Make up a calendar of events for the semester. Present it at a staff meeting for approval.
3. Plans for each event in detail will also have to be reviewed by the staff.
4. All ads for the school paper must be in one week in advance of publication. Use forms provided. Keep one copy for your file.

*Distributed by Harland Samson, University of Wisconsin, during WMU Seminar.

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5. Acquaint yourself with materials and supplies on hand that you will need for your office. Order anything else you will need through the stock manager.
6. Set up a work area in back of the store.
7. For P.A. announcements use the form provided by school office. Be careful of wording and grammatical errors. Keep a copy in your project file.
8. Acquaint teachers with any new items or books of particular interest to their field. Use form provided.
9. For each promotional event keep a record of sales:
   a. number units sold of ad item
   b. total sales for the day
   c. was there a substantial increase?
10. Make all signs and posters (you may use any student, senior or junior, who has completed a project on sign lettering).

G. Evaluation:

Student

1. How many and what kinds of sales events were planned? Were there enough? Too many? What cost was involved? (attach copies of all news ads and P.A. announcements to this report).
2. What proof do you have that these sales events were successful?
3. Were you able to work in harmony with your staff? Did you use any assistance in making signs?
4. In what way do you think you have developed skills in sign lettering - creativeness - planning?
5. Do you feel this project was valuable to you? What phase was of greatest interest?

Teacher

1. Confer with students when they are making the evaluation.
2. Did the student assume responsibility in carrying out semester plans?
3. Were sales increases due to this project?
4. Did the student complete the two additional projects suggested?

INDIVIDUAL PROJECT*

A. Descriptive Title:
Bookkeeper for School Store

B. Objective or Purpose:

1. To become acquainted and skilled with an acceptable bookkeeping system.
2. To be able to translate information to others on the staff as needed.
3. To assume responsibility of keeping financial records of the school store.

C. Nature and Scope:

You will assume complete charge of the books of the school store, keeping accurate and up-to-date records of all financial transactions for a period of one semester.

D. Pre-project Preparation:

You should have completed a course in Jr. Preparatory D.E.

A course in bookkeeping is helpful but not required (or if you have been treasurer of a club).

Read reference on accounting forms if you have had no experience in bookkeeping.

E. Materials, Equipment, and Resources:

Past financial records, record forms

F. Step-by-Step Description:

1. Look over past records - ask questions if you do not understand). (DO NOT TAKE RECORDS FROM SCHOOL).
2. Set up forms for your own books. (You may make up your own order standard forms or continue with existing method).

Information needed:
a. Resources/addresses
Invoice number - date - amount - date paid
b. Monthly record of expenditures
date - resource - amount
c. Daily running account of monies received

*Distributed by Harland Samson, University of Wisconsin, during WMU Seminar.

U-2f

3. Check with school bookkeeper to find out beginning cash on hand, or any outstanding bill.
4. Order any supplies you might need for your office.
5. Plan your day - what time in the day will you be able to set aside for bookkeeping? Your job is important; this responsibility must be assumed.
6. Check for invoices daily - check for accuracy, enter in your books, initial and present to school bookkeeper for payment.
7. Double check with stock manager to see if merchandise has been entered in his/her books.
8. Get daily deposit slips from general manager and enter them into your running account of income.
9. Prepare a monthly financial report according to accepted form.
10. At the end of the semester prepare a financial re-cap containing: number of resources - amount from each
    a. Total sales
    b. Total expenditure
    c. Total profit or loss
    d. Total invoice on hand - by cost; by retail (work with manager of stock)
11. Make periodical checks with school bookkeeper to see if your books balance. (Ask for an appointment at her convenience; suggested number of appointments - 3).

G. Evaluation:

Student

Write up a report for your project file (one copy to teacher), answering the following questions:

1. Have you been able to supply necessary information from your records when asked without delay?
2. Are your records easily read by yourself as well as others?
3. Do your books balance? If not, how much in error? Can you explain it?
4. Do you know more about bookkeeping as a result of this project?

Teacher

The records can and should be your only check. Check them frequently during the first part of semester--less frequently at end.

INDIVIDUAL PROJECT*

A. Descriptive Title:
Personnel Manager for School Store

B. Objective or Purpose:

1. To assume the responsibility for staffing the school store.
2. To gain some practical experience in supervision.
3. To learn how to deal with people.
4. To gain experience in making job breakdowns.
5. To gain an understanding of the duties of a personnel manager.

C. Objective or Scope:

The personnel manager will assume the responsibility of staffing the school store with a sales force; be responsible for their duties; and assist the coordinator in seeing they are carried out. This job is to last for a period of one semester.

D. Pre-project Preparation:

Complete the course in Jr. Preparatory D.E.

Read reference on job breakdown.

E. Materials, Equipment, and Resources:

None

F. Step-by-Step Description:

1. Obtain a list of Junior D.E. students.
2. Design a questionnaire to find out the following information:
   a. availability for one of the 4 shifts of the school store (buses might affect availability)
   b. class schedule
   c. previous experience with cash register
   d. extra-curricular activities
3. Develop a work schedule for the first week of school using those juniors who have had previous experience with the cash register whenever possible.
4. Personally notify each one on the schedule (notes will do).
5. Make the work schedule for the rest of the month. From here on, all work schedules should be posted one month in advance on the store bulletin board. Be sure every junior is scheduled for one 5-day period per semester. (The number of times juniors serve as salespeople will depend on the number in the class).

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6. Make a breakdown of duties for the salesforce by shifts. (Duties might vary from shift to shift--for instance, the morning shift might arrange counter displays--the last shift might be responsible for cleaning glass).
7. Set up a system for checking on efficiency of your sales force. (see evaluation form)
8. Check attendance daily to see if you have to call in a substitute.
9 Plan to be at school by school store opening to check coverage--you need not stay. If you wish, you may require your staff to call you at home if they will not be in attendance that day. You will then call someone else to take their place or do so yourself.
10. Attend all meetings of the store staff when called by the store manager.

G. Evaluation:

Student

1. How would you rate your own ability to assume responsibility?

	Perfect	Missed 1 time	2x	3x
Schedules posted?				
Daily attendance checked?				
Job breakdown posted?				
Notice sent out at change of shift?				

Rate yourself excellent, good, fair, or poor according to above chart.

2. Were you able to solve personality difficulties? How did you do it?
3. Did you have any problems staffing the store? What were they? How did you overcome them?

U-2i

4. Store efficiency rating:

	Excellent	Good	Fair	Poor
Sufficiently staffed				
Customer controlled				
Glass clean				
Stock neat				
Front stock kept up				
Business-like attitude of staff				
Register errors				

Hand in a copy of this evaluation to the teacher. Keep one for your project file.

Teacher

Teacher and student evaluation would follow the same pattern. This area will take a great deal of observation on the part of the teacher. It will also require conferences.

INDIVIDUAL PROJECT*

A. Descriptive Title:
Stock Manager for School Store

B. Objective or Purpose:

1. To learn the value of keeping accurate stock records.
2. To have opportunities to assume certain responsibilities.
3. To learn to work with others.
4. To learn the value of an efficiently run stock room.

C. Nature and Scope:

You will have complete charge of the stock-control records for the school store for a period of one semester. You are to work with the general manager and give him/her information necessary to place orders. It will be your responsibility to see that the store never runs out of essential merchandise.

D. Pre-project Preparation:

You must have finished Jr. Preparatory D.E.

E. Materials, Equipment, and Resources:

Stock control books with supply of forms; price tags and stickers; reference on the job of store controller

F. Step-by-Step Description:

1. Become acquainted with stock records as already set up.
2. Check on all orders placed to know what to watch for.
3. Unpack all incoming merchandise.
4. Check merchandise against packing slip.
5. Enter merchandise received in control books. Be sure you get all information. If there is new merchandise, a new page must be started. (Check evaluation chart)
6. Route packing slip to bookkeeper, who will match it to the invoice. In some cases, the packing slip will be the invoice.
7. See that all merchandise is correctly marked. If it is new merchandise and not pre-marked, set it aside until you can confer with the store manager or coordinator as to the price to charge.
8. Before back-stocking shipment, be sure front stock is up.
9. Stock the merchandise so that it can be easily seen and counted. Have like things together.

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U-2k

10. Whenever possible, remove by units of packaging when stocking the front of the store. This makes for easier inventories. (Example: always take full box of pens or pencils - not just a few).
11. Remove all empty cartons, wrapping paper, etc., as soon as possible. It is your responsibility to keep the receiving area free from clutter.

G. Evaluation:

Student

1. Were your records kept up to date?
2. Could they be read easily by others?
3. Information that should be available from your records:

	All the time	Most of the time	Very Seldom
How many items have been sold?			
How many ordered?			
How many on hand?			
What merchandise is moving? What is the turnover?			
Where do we get items?			
How long did it take to arrive?			
What is the minimum packaging?			

Teacher

1. Spot check books at least once a week for the first month. Confer with the student.
2. Was the student able to work with others?
3. Evaluation of stockroom - to be done with student.

Check points:	Yes	No	Remarks
1. Logical arrangement			
2. Stacked neatly			
3. Can read labels			
4. Sufficient but not too much back stock			
5. Free from dust			
6. Doors kept locked			

INDIVIDUAL PROJECT*

A. Descriptive Title:
The Salesperson in the School Store

B. Objective or Purpose:

1. To learn to make change correctly and fast.
2. To be able to operate a cash register.
3. To apply knowledge of steps of a sale.
4. To be able to take directions.
5. To understand the importance of a clean, neat, well-stocked store.
6. To be able to solve problems that arise with customers, such as:
   a. talking with friends
   b. excessive loitering
   c. shoplifting
7. To learn responsibility.

C. Nature and Scope:

When you undertake this project, you will be a member of the salesforce for the school store for a period of 5 consecutive working days. This is a good opportunity to apply your knowledge of salesmanship.

Before the year is over, you should have had the opportunity to secure two 5-day periods.

D. Pre-project Preparation:

The first 5-day shift will be selected from those having previous register experience as there will be no chance of training.

Others must have completed a small group project on change making and cash register operation.

By second scheduling, they must have completed a group project on salesmanship (see PERT).

E. Materials, Equipment, and Resources:

None

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U-2m

F. Step-by-Step Description:

1. Check your breakdown of duties as posted by the personnel director.
2. Wait on customers--help them with their selection.
3. Become familiar with stock, stockroom, and prices.
4. Keep front stock up and in order.
5. Never sell a last item on the shelf without checking stock room for replacement. If rushed at the time, keep a notebook for reminding you.
6. Keep a record of customer requests. This is to include items never before stocked as well as out-of-stock items.
7. Notify stock manager or general manager if any item gets dangerously low.
8. Morning shift and last shift of the day will make out cash register reports, copies of which should be in your project folder. All shifts should have a copy of the final report of the day.
9. Call into the coordinator before 8:00 a.m. if you will not be in attendance that day.

G. Evaluation:

Student

A copy of your evaluation will be handed in for grading and also one must be in your project file.

1. Make a chart showing information on cash register reports - number of errors - number of sales - total cash intake. How would you rate your efficiency? excellent - good - fair - or poor?
2. Have you gained self-confidence in making change?
3. How would you rate your sense of responsibility?

	Yes	No	Remarks
Were you on time?			
Were you there everyday?			
Did you call in if absent?			
Did you see that all duties of your shift were done?			

If all yes - excellent
If one no - good
If 2 no - fair
more no's - poor

4. Were you proud of the store at all times? Explain.
5. Give some concrete examples of how you implement suggestion selling and increasing average sale.

U-2n

6. Did you ever get into an argument with a customer? Could it have been avoided? Explain.

Teacher

1. Go over with the student these evaluation charts.
2. It may be impossible to find out who made the errors during any particular shift--but try to get them to think. An aid would be separate cash drawer registers.
3. Try to arrive at a grade evaluation with the student. The written evaluation of the student should be considered in the grade.

INDIVIDUAL PROJECT*

A. Descriptive Title

Creating Hand-Lettered Showcards That Sell

B. Objective or Purpose:

As a result of this project, you should:

1. Determine to what extent hand-lettered showcards are used in stores.
2. Create neat, attractive, and distinctive showcards that will sell merchandise, using Speedball and Coit's pens.
3. Develop an interest in improving the skill and style of hand-lettering.

C. Nature and Scope:

It is generally recognized that showcards are "silent salesmen" that are on duty whenever a prospective customer is within sight. They convey a selling message to the customer, attracting attention, stimulating interest, creating desire, and inducing action. This project will give you an opportunity to create showcards for an actual display used in a local store of your choice. Allow yourself enough time for practice which will give you a degree of perfection in hand-lettering.

D. Material, Equipment, and Resources:

The following will be available to you:

- An assortment of Speedball and Coit's pen points of various types and sizes.
- A supply of India ink and showcard ink in various colors.
- Practice sheets, ruled and unruled.
- A supply of poster board (4 ply or 6 ply).
- A copy of Speedball Textbook, by Ross F. George.
- The filmstrip: "Put Your Best Hand Forward in Lettering."
- Equipment for viewing the filmstrip.
- Model lettering for use on mimeoscope.
- Mimeoscope.
- Wall charts on lettering.
- Mimeographed materials developed by the instructor showing the principles of proper spacing and layout.
- Examples of good hand-lettered showcards obtained from local businesses, the school art department, or developed by the instructor.

*Distributed by: Harland Samson, University of Wisconsin, during WMU Seminar.

E. Pre-project Preparation:

A unit on showcard lettering should precede the project. In this unit, the use of showcards as a promotional device should be stressed, the basic fundamentals of showcard lettering taught, and the individual creation of showcards encouraged.

F. Step-by-Step Description:

1. Visit local retail stores related to your occupational objective, observing the types of showcards used in windows and within the store.
2. Fill out a survey sheet on each store you visit. The survey sheet includes the following information:
   a. Name of store
   b. Date of observation
   c. Were the showcards:
      - mechanically printed?
      - hand-lettered with: pencil; Speedball pen; Coit's pen; crayon; felt-tip pen; brush; other?
   d. In your opinion, how could showcards used be more effective in communicating a selling message to the customer?
3. Without any help or use of reference material, use the Speedball pen to construct a 7" x 11" showcard for a store and product of your choice. Write your name and date of completion on the back of the card.
4. Using all the materials available - pens, paper, Speedball textbook, wall charts, practice sheets, etc., practice hand-lettering. Remember - practice makes perfect; so practice until you're satisfied with the results. Compare your work with model on mimeoscope.
5. Practice lettering "Selling Sentences," keeping in mind proper spacing between letters and words.
6. Go to a store of your choice, contact the manager, and explain that you would like to make a showcard for an interior display in his store. Find out what product he would like to display, and when he would like the showcard(s). Obtain necessary information, such as product features, price, etc. Determine number and size of showcard(s) and date needed.
7. Construct showcard(s) required for the display.

INDIVIDUAL PROJECT*

A. Descriptive Title:

Determine "best and least expensive way" to transport merchandise from the consignor to the consignee.

B. Objective or Purpose:

1. To become aware of the different ways to transport goods from the consignor to the consignee.
2. To realize the limitations of each of the transportation methods.
3. To realize the advantages of each of the transportation methods.

C. Nature and Scope:

The shipping of a product does not add value to that product; it only increases the cost. Therefore, in the best interest of the company and employee, the student-employee must be able to determine the best and least expensive way to transport merchandise from one place to another. This project will provide an in-depth training experience for the senior high school student who is interested in the proper shipping method of merchandise. The project will include experiences both in the classroom and in a business setting. This project will be completed at the learning pace of each student. (Average time: six to eight weeks)

D. Materials, Equipment, and Resources:

1. Books and Magazines:
   a. Material Handling Traffic and Transportation, by Elias Tyler and Eugene Corenthal.
   b. Physical Distribution, by Eugene Dorr.
   c. Handling and Shipping, a monthly magazine on physical distribution.
   d. Distribution, a monthly magazine on physical distribution.
2. Regulation and Price Publications:
   a. U.S. Postal Manual giving information on prices and shipping procedures when using U.S. Mail.
   b. Manual issued by United Parcel Service giving information on prices and shipping procedures when using United Parcel.
   c. Manual issued by Railway Express giving information on prices and shipping procedures when using REA.
   d. Interstate Commerce Commission (ICC) regulations and prices on shipments by rail, water carriers, pipelines, and freight forwarders.
   e. Civil Aeronautics Board (CAB) regulations and prices on air transportation.

*Developed by WMU Seminar Participant.

3. Interview with the management of a shipping department.
4. Tour of several shipping departments.
5. Four to six weeks at a shipping department training station.

E. Pre-project Preparation:

1. Review project on bill of lading and other transportation documents.
2. Review projects on motor carriers, rail carriers, REA Express, water carriers, air carriers, U.S. Mail, and United Parcel Service.
3. Review project on packing of goods.

F. Step-by-Step Description:

1. Using the regulation and price publications of each transportation system, make a chart comparing the major advantages and disadvantages of each transportation method.
2. Interview with the management of the shipping department of a large and a small manufacturing company and write a report on how they determine their transportation methods.
3. With the basic information on the size and weight of ten different shipments and your comparison chart, determine the "best and least expensive way" to transport the shipments.
4. Obtain a four-week training station with a manufacturing company where you can observe and work with the people who determine the best and least expensive way to transport their products. Keep a daily notebook on your observations.
5. Using all your notes, chart, and observations, write a final report on determining the "best and least expensive way" to transport merchandise from the consignor to the consignee. This report should include:
   a. The chart of the advantages and disadvantages of the different transportation systems.
   b. A summary of the talks with the different people with whom you have interviewed and worked.
   c. A list of the different regulation and price publications needed to make an intelligent decision on a transportation method.
   d. A summary of your observations and work experience from your four-week training station.

G. Evaluation:

The instructor, a training station representative, and the learner shall meet when the learner believes he has completed the project. The student shall present his final report and evaluate his accomplishments during the project. The instructor and representative shall assist the learner by discussing his strong and weak areas in his project for determining the "best and least expensive way" of transporting merchandise from the consignor to the consignee.

INDIVIDUAL PROJECT*

A. Descriptive Title:

Observing retail establishment window displays and developing (sketching and planning on paper) a display of your own.

B. Objective or Purpose:

1. To develop an overview of what general displays look like and what they consist of.
2. To become better acquainted with the various types of displays and to be better able to observe poor and good displays.
3. To become aware of the work and construction involved in building and designing displays.
4. To help determine cost and time necessary to build displays.
5. To become aware of the human relation factors for attractive, attention-drawing displays.
6. To create displays on a limited basis. Make a miniature display from a carton or a box.
7. To create interest in displays and product advertising.

C. Nature and Scope:

Good window displays are considered the store front of sales in the retail business. The window will convey a selling message to the customer and also will attract attention and create a buying desire. This project will help you to create and understand this important sales factor.

1. This project can be for 11th or 12th grade D.E.
2. Develop a sales goal.
3. Will create an interest in display and advertising.
4. This project should be about three weeks in duration.

D. Material, Equipment, and Resources:

1. Entire downtown business area to observe, look, tour, and discuss.
2. 3 x 5 index cards - most helpful
3. Graph paper for layouts
4. Sketch paper
5. Pen, pencil, ruler and various supplies
6. Poster board
7. Notebook
8. Lettering charts
9. Display books from library
10. Retailing and display textbooks
11. Cartons or boxes to use to build small display.

*Developed by WMU Seminar Participant.

E. Pre-project Preparation:

1. Study books and articles on display.
2. Have classroom discussion on display.
3. Study pictures and examples of display work.
4. Make shadow box displays.
5. Talk with display personnel in business area.
6. Discuss fully (student and teacher) the project plans and time factors as well as how to begin the project.
7. Set up a time schedule as to what will be accomplished each day.
8. Make up a format to follow.

F. Step-by-Step Description:

1. Visit local retail stores and observe all the window displays.
2. Fill out a summary sheet on note sheet on each window observed to better compare at later time.
   a. Note store and products on display.
   b. Date of observation.
   c. Comments - good or poor.
3. Sketch plans of your own for making window displays.
   a. Make a variety of different types.
   b. Consult instructor for ideas.
   c. Talk with businessmen for pointers if you would like.
4. Get materials together for building small display.
5. Work on display - complete as much as possible to make it a miniature of a real window display. Construct in any way you desire to make effective for your ideas.
6. Complete project, write summary, and note the important factors learned from the project.

G. Evaluation:

1. Evaluation by the project coordinator and the project trainee should be done throughout the entire project using check points on criteria devised in the project pre-preparation.
2. The retail stores might like to evaluate project and give advice or pointers.
3. The project trainee should do a self-evaluation on the project.
4. The project coordinator should evaluate the written report as well as the miniature display creation.
5. A written or oral test may be given by the project coordinator for a grade.
6. General comments from student on benefit of project would be helpful at this time.

SMALL GROUP PROJECT*

A. Descriptive Title:
Change Making Project

B. Objectives:

1. To acquaint students with one form of cashier checkout sheet.
2. To give students experience in making change, handling and counting money.
3. To make students aware of the need for accuracy in handling money.
4. To acquaint students with some of the problems frequently encountered by cashiers.
5. To learn to prepare a cash drawer for another cashier.

C. Nature and Scope:

This small group project can be done by one group of two to four students or a number of small groups at one time. The purpose of the project is to give students experience in cashiering, in completing a cashier checkout sheet, and possibly in handling "quick change artists." In addition to making change for imaginary sales, the cashier will handle merchandise returns and the cashing of checks.

D. Materials, Resources, and Equipment:

1. Money - play money, real money, or pieces of paper with various denominations written on. Quantity needed for group:

Pennies	35
Nickels	26
Dimes	26
Quarters	19
Halves	12
One dollar bills	17
Five dollar bills	4

2. Two envelopes per group
3. Cashier checkout sheets - see example
4. Blank checks
5. Transaction slips (32 are needed) On small pieces of paper make transaction slips as follows:

Check $3.68 Purchase $2.27	$1.17 return	34¢ sale
83¢ return	$5.20 sale	23¢ sale
Check $4.79 Purchase 63¢	$1.07 sale	$1.37 sale
93¢ sale	$1.83 sale	46¢ sale
Get change $5.00	9¢ sale	72¢ sale
Get change 25¢	$1.29 sale	$1.46 sale
Get change $1.00	$1.71 sale	67¢ sale
		17¢ sale

*Developed by WMU Seminar Participant.

58¢ sale	$1.59 sale
$4.64 sale	$3.29 sale
$1.69 sale	$2.25 sale
88¢ sale	$1.13 sale
$1.94 sale	$2.79 sale

6. Customers sheet - see example

E. Pre-project Preparation:

1. Students should be familiar with the proper way to make change for a cashier and to count money back to a customer.
2. Students should have a knowledge of proper procedures to be followed in the cashing of checks and refunding money on merchandise returns.

F. Step-by-Step Description

1. Assemble cashier envelope(s)

$5.00	-	0	---
$1.00	-	5	$5.00
.50	-	4	$2.00
.25	-	7	$1.75
.10	-	20	$2.00
.05	-	20	$1.00
.01	-	25	.25
			$12.00

2. Assemble customer envelope(s)

$5.00	-	4	$20.00
$1.00	-	12	$12.00
.50	-	8	$ 4.00
.25	-	12	$ 3.00
.10	-	6	.60
.05	-	6	.30
.01	-	10	.10
			$40.00

32 transaction slips (see Part D)
2 blank checks per envelope

3. Divide into groups
   One person designated as cashier
   Other people as customers
4. Review procedures to be followed
   Sale - Customer - give cashier slip
   give cashier money
   Cashier - give customer change
   Get change - Customer - give cashier slip
   give cashier money
   Cashier - give customer change

Sale/Check - Customer - give cashier slip
write out check
Cashier - verify check
give customer change
Merchandise - Customer - give cashier slip
Cashier - give customer money

5. Review Cashier's Sheets
6. Review Customer's Sheets
7. Students to proceed on own
8. "Cashier" to turn in cashier's sheet when he has finished
9. Another person takes his turn as cashier

G. Evaluation:

1. Suggested grading scale:

$51.25 - $51.20 $51.26 - $51.50 $51.19 - $51.00	- B	$51.22 correct answer
$51.51 - $52.00 $50.99 - $50.50	- C	
$52.01 - $52.50 $50.49 - $50.00	- D	
Over $52.51 Under $49.99	- F	

2. Individually review with a student places where he could have made errors.
3. If student did not do well after reviewing the project with him, allow him to do it over again.

H. Instructions to the Teacher:

1. This project could be modified slightly and completed using a cash register.
2. It is suggested that you not reveal the correct answer as a student finished being cashier as the validity of the project is greatly diminished once the correct answer "flies" around the group or class.

CASHIER'S SHEET

Cashier _____

Cashier Checkout Sheet Date _____

	Dollars	Cents
Change Fund		
Do not complete unless using a cash register -- Total Sales		
Total Sales and Change Fund		
Less: Voids Refunds and Paid-outs		
Do not complete unless using a cash register -- Net cash to be accounted for		
Cash at end of day		
Pennies		
Nickels		
Dimes		
Quarters		
Halves		
Currency		
Checks		
Total Cash and Checks in Drawer		
Do not complete unless using a cash register -- Cash Short or Over		
Paid-out Slips		

1. At the beginning of the day, count the money in the cashier's envelope and record the amount above under "change fund."
2. Complete all transactions.
3. At the end of the day, count the money and checks and record under "cash at end of day" above.
4. Give transaction slips back to customers.
5. Make a bank for the next day (the next cashier); 25 pennies (25¢); 20 nickels, ($1.00); 20 dimes, ($2.00); 7 quarters, ($1.75); 4 halves, ($2.00); 5 one dollar bills, ($5.00) for a total of $12.00.
   Put this money in the cashier's envelope.

6. Turn your cashier's sheet in to your teacher.

CUSTOMER'S SHEET

1. At the beginning of the day count the money in your envelope. You should have $40.00. Count the transaction slips; you should have 32. Also, you should have 2 blank checks.
2. Complete all transactions. On sale transactions, you may give the cashier the exact change or not as you choose. Also, you may try to occasionally trick the cashier if you want to, i.e., give them $1.00 and say it was a $5.00.
3. At the end of the day put all transaction slips back in Customer's Envelope. Put $40.00 worth of cash in the Customer's Envelope.

4	$5.00	$20.00
12	$1.00	$12.00
8	$ .50	$ 4.00
12	$ .25	$ 3.00
6	$ .10	$ .60
6	$ .05	$ .30
10	$ .01	$ .10
		$40.00

Put 2 blank checks in the envelope (get these from your teacher).

4. Put this sheet and the transaction slips and the money in the customer's envelope.

SMALL GROUP PROJECT*

A. Descriptive Title:
What Colors in Advertising and Displays Attract Consumers' Attention?

B. Objective or Purpose:

To discover through experimentation what colors catch the attention of the consumers. To discover what various colors represent, i.e., what color symbolizes action; which colors excite consumers; which colors incite buying?

C. Nature and Scope:

Polls are taken in a widely varied group of consumers. All ages, sexes, and races are included in the group. Experiments are done in various store display windows, i.e., take two windows of the same size and similar locations. Decorate one in bright yellow and orange and the other in grey and brown. See which window attracts the most attention. Repeat the experiment using various colors and by doing so discover which colors demand attention. Another method of experimentation is to take a given product and package on half of the supply in a bright, vibrant color and the other in a dark, more conventional color. See which materials sell first.

D. Materials, Equipment, and Resources:

Materials vary according to which experiment you use to discover which colors attract attention, i.e., clothes and accessories are needed for display windows--polls are needed to get public opinion.

E. Pre-project Preparation:

Various stores are visited. Their displays are rated paying particular note to the color schemes. Note which colors first attract your eye. Also, check and see if there are any colors which are particularly well-liked in your location, i.e., according to polls, blue is the favorite color in the northern United States.

F. Step-by-Step Description: Discussed in section above.

G. Evaluation:

This project is valuable because it can increase business for companies An increase in sales is helpful to everyone. Discovering which colors consumers favor also aids the customer in choosing products because it shows concern on the part of the businesses. Such developments in retailing help to bridge the gaps between consumers and sellers.

*Developed by WMU Seminar Participant.

SMALL GROUP PROJECT*

A. Descriptive Title:
Consumer or Business Survey Project

B. Objective or Purpose:

1. To develop an awareness of the importance of documented information to the modern marketing enterprise.
2. To develop an awareness and proficiency in methods of obtaining valid, reliable facts on which to base marketing decisions.
3. To improve the students' written and oral communication, social, and organizational skills.
4. To expose students to questions local marketers have concerning their business.
5. To afford the students the opportunity to display their abilities of harmonious cooperation with businessmen and fellow students.

C. Nature and Scope:

This project should be conducted at or near the end of the year to enable maximum exposure to students of areas in which information is needed and can be used. The students are allowed to work alone or in groups of three and four. Groups should include students of the same occupational cluster interest. The length of the project should be a minimum of two weeks but not to exceed three weeks.

D. Materials, Equipment, and Facilities:

1. Pencils and paper
2. Mass duplicating equipment
3. Reading material for reference and research
4. Cooperative business establishments

E. Pre-project Preparation:

1. Marketing Principles
2. Advertising Principles
3. Salesmanship (Prospecting)
4. Survey Techniques and Principles

F. Step-by-Step Description:

1. Students gather into groups and brainstorm possible areas of interest to be investigated, making a list of as many areas as possible.
2. Students discuss the values and difficulties of each area listed reducing the original list to four or five. The students should discuss their revised list with their instructor.

*Developed by WMU Seminar Participant.

3. The students should visit local businessmen to gain further information concerning the possible value of the areas on the revised list and obtaining any suggestions offered.
4. The students will now be in a position to discuss the areas on the revised list with sufficient information to arrive at a decision as to which area they are to investigate. This discussion should include the instructor as an observer and possible advisor.
5. The students will now develop a statement of purpose. The statement will include specifically what the survey is attempting to determine, when the surveys are to be taken (hour, day, month, year) and the exact location at which the survey will be conducted.
6. The students will then receive written permission from the appropriate businessman or authority to conduct the survey at the specified location. The written permission as well as the written statement of purpose will be submitted to the instructor for approval and suggestions.
7. The students will develop a questionnaire to acquire the necessary information for their investigation. The students may need several discussions with the instructor or advice or suggestions.
8. The students will show the questionnaire to businessmen to obtain their reactions and suggestions, making revisions or modifications where necessary.
9. The students will then pre-test the revised questionnaire and make any further revisions necessary. At this point, the students will meet with the instructor and explain what revisions have been made in the questionnaire since the original and why they have been made.
10. The students will now mass produce the necessary number of questionnaires.
11. The students will now conduct the survey as prescribed in the statement of purpose. Care must be taken that the students review proper survey techniques prior to this step to insure valid information.
12. The students will now compile the results of the survey into workable amounts of information. When the computation is complete, each individual student should summarize the investigation and draw his conclusions separately. Recommendations are to be included for anyone reading or contemplating a similar investigation. These summaries should be submitted to the instructor for evaluation and suggestions.
13. Upon receiving the evaluated reports, the students will make whatever revisions are necessary and submit the finished summaries to the businessmen who previously offered advice and counsel.

E. Evaluation:

1. Teacher is to evaluate the survey according to proper use of survey techniques displayed in the survey, the professional manner in which the summary was prepared, and the value of the information and conclusions obtained.
2. The business representative may be consulted concerning the value of the information to business and marketing in general as well as the specific benefit to the local community.

SMALL GROUP PROJECT*

A. Descriptive Title:

Mapping the general area served by the distributive businesses in the shopping center.

B. Objective or Purpose:

To prepare a map to show students the surrounding market area involved in a later advertising survey.

C. Nature and Scope

This project is designed to help students increase their awareness of the breadth and scope of markets served by distribution businesses in the local shopping center. It further develops their techniques of visual presentation (map making) and their understanding of the importance of knowing their customers. The project should be completed in approximately one week.

D. Materials, Equipment, and Facilities:

1. Felt pens
2. Tagboard
3. Butcher paper
4. Ruler
5. Pencils
6. Commercial map of area
7. Thumbtacks
8. Overhaed projector

E. Pre-project Preparation:

By lecture, the teacher will establish the purpose for making the map and will give any map-making techniques needed. Procedures for making transparencies will be included in this lecture.

F. Step-by-Step Description:

1. Gather all materials listed.
2. Arrange materials for proper use.
3. Arrangement of maps so that relationship of shopping area to surrounding territory can be shown.
4. Coordinator checks arrangement of maps for accuracy.
5. Prepare transparencies of sections of various maps.
6. Students and coordinator check transparencies for completeness.
7. Use overhead projector to project transparencies on tagboard.

*Taken from: Rutgers Workshop Report, June 1967.

8. Tracings of transparencies made on tagboard.
9. Students and coordinator check for accuracy.
10. Assemble sections for presentation to whole class.
11. Completed map will be evaluated by students and coordinators.

G. Evaluation:

Teacher-coordinator will evaluate the project looking for the following outcomes:

1. Through question-and-answer period determine whether or not the student has developed a technique for simple map making.
2. Through same method determine whether or not the student has learned the proper locations of all distributive businesses within the shopping center.

Student will evaluate the project looking for the following:

Through presentation to the group, by students involved in the project, demonstrate an understanding of the general layout of the shopping center.

SMALL GROUP PROJECT*

A. Descriptive Title:

Analysis of store layout and placement of merchandise in various categories of retail stores, i.e., clothing, food variety stores, department, discount.

B. Objective or Purpose:

1. To determine the importance of physical layout and placement of goods in retail stores.
2. To acquaint students with merchandising techniques involved in store layout.
3. To give students a chance to contact local business people in an area of their vocational interest.

C. Nature and Scope:

This project should be used with either the 11th grade D.E. I or 12th grade D.E. II, whichever will fit the needs of the students.

Time necessary to complete project may run from one to three weeks, depending on size of class and number of retail stores to be contacted.

D. Materials, Equipment, and Resources:

1. List of types of local retail stores (i.e., clothing, food, etc.)
2. List of persons to contact at each store.
3. Graph paper for layout.
4. Uniform sheet for evaluation and comparison.

E. Pre-project Preparation:

1. Teacher should have previous contact with all stores (good P.R.) and have cooperation of store personnel.
2. Students should have covered or be covering text chapter on store layout.
3. In-class discussion of evaluation procedures to be used so students can be uniform in their comparison of stores.
4. A list of questions (may be included in evaluation form) to get information necessary for useful evaluation of project.

F. Step-by-Step Description:

1. Coordinator must lay groundwork by contacting stores and personnel involved to enlist cooperation.

*Developed by WMU Seminar Participant.

2. Students should be broken into small groups according to interest. Thorough discussion of the project should take place to be sure students understand project and objectives.
3. Students make appointments and interviews, complete forms and graphs.
4. Each group will present its findings to class for discussion.
5. Students will be asked to evaluate project.

G. Evaluation:

Evaluation by coordinator will be based on both written and in-class work.

Students will evaluate themselves based on learned objectives.

Businessmen might be asked to evaluate the students on their poise and general ability to communicate effectively.

H. Postscript:

All group projects might be compiled into a report, "Do You Know Your Local Stores?"

SMALL GROUP PROJECT*

A. Descriptive Title:
Comparing Window Displays

B. Purpose:

To aid the students in becoming aware of good window display techniques.

C. Nature and Scope:

1. Determine purposes of good window displays.
2. Become aware of the techniques used in window displays in different types of stores.
3. This project should take about two weeks.
4. The small group should compare window displays in four or five stores, each of a different type (one department store, one variety store, one specialty, etc.)

D. Materials, Equipment, and Facilities:

1. This project must be completed in the field using actual window displays of local merchants.
2. An evaluation sheet should be prepared containing the purposes of good displays.
3. Determine the stores to be evaluated for comparison purposes.

E. Pre-project Preparation:

1. The students should understand the various purposes of window displays including techniques.
2. Students should have a knowledge of merchandise which could be selected as a featured item, depth of stock, location and relationship to any related promotion.
3. Have a general awareness of the image and character of the stores involved and be able to recognize the type of clientele pursued.

F. Step-by-Step Description:

1. In small groups, determine the stores which will be used for comparisons of window displays.
2. Determine the evaluative procedure to use in comparisons of these displays (set up your own form).
3. Evaluate and compare those window displays which were pre-selected, including records of sales volume, inquiries, and records.

*Developed by WMU Seminar Participant.

G. Evaluation:

1. Write up your report of each display (one copy to your instructor and one to each student).
2. Try to summarize your comparisons of the window displays for strengths, weaknesses, selection of merchandise, image and character of store reflected in displays, props used, increase in sales volume and traffic.

SMALL GROUP PROJECT*

A. Descriptive Title:
Planning and Creating a Window Display

B. Objective or Purpose:

To help the student understand the reasons for good window displays and help him plan and create an effective display.

C. Nature and Scope:

This project is designed for a committee of three students. The committee's assignment is to plan and create a window display that will promote the senior prom and, at the same time, present fashions appropriate for the prom. The clothing and accessories are to be checked out from one or two local clothing stores. The purpose of the display should be clearly determined and should reflect the proper image as pre-determined by the group. Merchandise selected for the display should be timely. The theme, motif, decorative props should successfully draw attention to the merchandise and, at the same time, promote the prom. Consideration should be given to proper color, harmony, rhythm, balance, and proportion. Background should enhance the merchandise and not detract from it. Students should learn how to properly use display fixtures and dress mannequins. Display signs should be correctly prepared and placed. This project should be scheduled for a two-week period.

D. Materials, Equipment, and Facilities:

1. Class notes
2. Class texts
3. Prom chairman
4. Layout paper
5. Art paper
6. Water coloring set
7. Coloring pencils
8. Display fixtures
9. Mannequins
10. Support props
11. Decorative props
12. Sign-making equipment
13. Sign holders
14. Scissors
15. Glue
16. Pins
17. School display window

*Developed by WMU Seminar Participant.

18. School art department
19. Borrowed merchandise from local stores
20. Straight pins

E. Pre-project Preparation:

Your project is to prepare a display in the window adjacent to the D.E. classroom. The display is to promote the senior prom and present male and female fashions that would be appropriate for this occasion. In order to complete the project, you should do the following:

1. Review class notes on sales promotion and display activities.
2. Read the following supplementary textbook materials:
   a. Advertising & Displaying Merchandise.
   b. Check the main library for any books on the subject of merchandise displays.

F. Step-by-Step Description:

1. Fill out planning sheet (see attachment).
2. Select and contact store from which merchandise is to be borrowed (see attachment).
3. Sketch and color proposed display on paper.
4. Prepare signs.
5. Put display together.

G. Evaluation:

All students in the distributive education classes will be asked to critically evaluate the display using an evaluation form, which covers the following areas:

1. Suitability of the display
2. Power to attract attention
3. Selling power
4. Arrangement
5. Cleanliness
6. Lighting
7. Technical excellence

Distributive Education
Planning Sheet for the Display Window

Display Scheduled for: _____ To _____

Theme:

Motif:

Main Merchandise Items:

Secondary Merchandise Items:

Accessories:

Name and Address of store from which you are going to request merchandise:

Mannequins:

Support Props:

Decorative Props:

Show Cards: Always state the names of the students who created the display and which store furnished the merchandise.

Examples:

Display created by:	Merchandise furnished by:
Name of student	Name of store
Name of student	

NOTE: Student is requested to make this form out in duplicate; give one to the teacher for approval and keep the second copy for your plan from which you will work. On a separate sheet of paper, make a simple sketch of how the display is to look. Use color pencils to indicate color schemes.

STUDENT COMMITTEE: Chairman _____

_____ _____

Teacher Approval

Central High School
2432 North Drake Road
Kalamazoo, MI 49007

The merchandise or props listed below have been checked out for Central High School D.E. students to create displays in the school display window or glass show cases in room 137 at C.H.S. The student committee and the undersigned will do their best to keep merchandise and props in good condition and return them to the store on the date specified below. Please make this form out in duplicate; one each for business and school.

Name of Retail Store _____

Store Address _____

Store Person Who Authorized Loan of Merchandise or Props:

_____

Quantity	Item(s) of Merchandise	Dept.	Size	Color

Loaned Props and Mannequins:

_____

_____

_____

Merchandise/Props Left Store: Date _____ Time _____

Merchandise/Props are to be Returned by: Date _____ Time _____

Names of students on committee:
Chairman:

_____
_____
_____
_____

Approved by: _____

Gilbert Reinkensmeyer
Coordinator/Teacher
Distributive Education
Phone: 382-5100, ext. 218

SMALL GROUP PROJECT*

A. Descriptive Title:
Developing a display for a retail store

B. Objective or Purpose:

To prepare a display and show the students what is involved in making a display.

C. Nature and Scope:

This project is designed to help students increase their understanding of what is involved in a good display. It should further develop their knowledge of a display. This project will take two weeks.

D. Materials, Equipment, and Facilities:

1. Felt pens
2. Display cases
3. Paper
4. Ruler
5. Pencils
6. Cloth
7. Thumbtacks
8. Merchandise
9. Staples
10. Scissors
11. Lights

E. Pre-project Preparation:

By lecture, the teacher will establish the purpose for making the display and any techniques that are needed in developing a display.

F. Step-by-Step Description:

1. Gather all materials listed.
2. Students will develop a drawing of their display.
3. Teacher and students will go over the drawing.
4. Teacher and students will go over materials needed for the display and where the students are going to get the materials.
5. Teacher and students will evaluate the display when it is completed.
6. Teacher will take a picture of the display for future use.

*Developed by WMU Seminar Participant.

G. Evaluation:

Teacher-coordinator will evaluate the project looking for the following outcomes:

1. Arrangement
2. Color
3. Balance
4. Theme
5. Selling power
6. Power to attract attention
7. Cleanliness
8. Lighting

Student and teacher will evaluate the display on the above terms. From this, a grade will be determined.

CLASS GROUP PROJECT*

A. Objective:

To have the students become familiar with and actually participate in launching a public service advertising campaign in the high school or post secondary institution.

B. Materials:

1. Felt pens
2. Poster board
3. Ad layout paper
4. Tape recorder
5. Record player
6. Rulers
7. Pencils and pens
8. Masking tape
9. Video tape recorder or movie camera
10. Dittos or stencils

C. Procedure:

1. Have the students divide into groups of four to six individuals by selecting a public service to build a campaign on.

   Some suggested topics are:

   a. Cooperative Occupational Education
   b. Distributive Education Clubs of America
   c. Don't Litter
   d. Stop Pollution (water, air, etc.)
   e. Population Control
   f. Anti-Drug
   g. School Store

2. Have groups gather and elect a chairman.
3. Explain the things that the students are to produce in the campaign.
   a. Campaign should enter five media:
      1) Posters in the hall (simulated outdoor)
      2) Announcements over P.A. (simulated radio)
      3) Newspaper (in school newspaper)
      4) Television (use video tape or super 8mm)
      5) Handouts (actual print or ditto)
   b. Develop campaign theme
      1) Central theme to be used throughout the campaign.
      2) Theme should be designed to the market.

*Developed by WMU Seminar Participant.

c. Creative Work--Students should develop various creative elements of advertising:
   1) Slogans
   2) Headlines
   3) Trademarks
   4) Copy
   5) Illustrations
   6) Sound devices

4. Begin Creative Work
   a. Have students begin working in their groups developing a campaign theme and then on to other talk.
   b. Coordinator circulates among groups and gives assistance when needed.
5. Progress Reports--Each day the group chairman turns in a "progress report" containing the following:
   a. Group name or number
   b. Members present and absent
   c. Date
   d. Accomplishments today were:
6. Implementation of the Campaign
   As the groups finish parts of the campaign, things should be scheduled for the release of the various parts to the media. The group should develop a campaign schedule from beginning to end.
7. Oral summary of the campaign by the students--presented to the class.

D. Evaluation:

1. Of the students by the coordinator:
   a. Allow 10 points maximum for each progress report.
   b. Evaluation of total campaign.
      1) Production
      2) Creativity
      3) Involvement
      4) Media (how many)
   c. Evaluation of oral summary.
2. Of the students by the students:
   In each group the students are asked to evaluate their fellow group members as to their part in the project. On a point basis they are rated as to:
   a. Involvement--Did they take an interest in the project?
   b. Leadership--Did they involve others?
   c. Production--Did they do their part?
   d. Attitude--Did they contribute to the group?

Comments

DISTRIBUTIVE EDUCATION
ADVERTISING CAMPAIGN

Outline for Campaign Group

I. Select Topic for Campaign

II. Elect a Chairman for the Campaign Group

III. Develop a Campaign Theme

IV. Assign Work

Get assignments for individuals or smaller groups to work on. The following areas should be covered:

1. Newspaper ad - Outpost
2. Radio ad - Public address
3. Outdoor ad - Posters
4. Television ad - Video tape or Super 8
5. Handouts
6. Others

Creative work needs to be done:

1. Slogans
2. Headlines
3. Trademark
4. Copy
5. Illustrations
6. Sound devices
7. Acting
8. Signature cut

V. Campaign Schedule
A logical sequence of releases of the various parts of the campaign.

Progress Reports

Name of the group
Date
Members present
Members absent
A report on the day's activities

Evaluation

Of the total campaign: by the coordinator; by the students; oral summary.

Of individuals within your group: involvement; production; general comments; leadership; attitude.

CLASS GROUP PROJECT*

A. Descriptive Title:
Consumer preference: private versus national brands

B. Objective or Purpose:

1. To give students an understanding of the place of national brands in consumer preference.
2. To develop an understanding of the use of brand names in marketing consumer products.
3. To assist student to gain an appreciation of the value of brand names as an aid in selling.
4. To develop and improve communication skills.

C. Nature and Scope:

A survey by total class, of private and national brand preferences of customers in the selection of specific products in designated retail outlets to determine significance of branding related to consumer preferences. This project should be scheduled for a three (3) week period.

D. Materials, Equipment, and Facilities:

1. An appropriate survey form developed by the class.
2. Reading materials.
3. Materials necessary for final report.

E. Pre-project Preparation:

1. Survey techniques.
2. Printers Ink (magazine) articles relating to brand name acceptance.
3. Selected trade magazines appropriate to survey.
4. Advertising Procedures (Prentice Hall), pp. 121-151.
5. Fundamentals of Selling (Southwestern), pp. 113-114, 273-274.
6. Marketing, Sales Promotion and Advertising (Southwestern), pp. 329-341.
7. If You Could Only Be At Every Point of Sale (pamphlet), Dennison Manufacturing Company.
8. The class discusses the history and reasons for brand names, suggested time: 1 hour.
9. Teacher assigns individual reading, suggested time: 15 minutes.

F. Step-by-Step Description:
1. Class plans the survey procedure and objectives, suggested time: 3 hours.
2. Class develops survey check form or questionnaire, suggested time: 3 hours.

*Taken from: Rutgers Workshop Report, June 1967.

3. Pretest the survey after class assignment.
4. Evaluation and suggested revision of pretest results, suggested time: 3 hours.
5. Carry out survey, outside assignment.
6. Analyze the results, suggested time: 5 hours.
7. Prepare final report of findings, suggested time: 3 hours.

G. Evaluation:

1. Teacher to evaluate survey techniques and will test students' understanding of brand names and their use in marketing today.
2. Representative of the merchants association invited to evaluate results.
3. Students give presentation to Consumer Economics class, emphasizing use and benefits of the private and national branding of consumer goods.

CLASS GROUP PROJECT*

A. Descriptive Title:

An up-to-date list of all businesses and industries of the area which would allow field trips through their facilities.

B. Objective or Purpose:

The project is designed with a two-fold purpose in mind. One, to show the students first-hand what occupations are available to them upon completion of high school and also how projects are made. Another by-product of this would give each teacher in the system a booklet of where they may take students to relate with textbook material.

C. Nature and Scope:

1. The nature of this project is to show students what they can expect to be doing upon graduation and what the real world of work is like.
2. With an up-to-date list of all businesses and industries in a given graphic area, many field trips could be planned and first-hand knowledge gained by the student.
3. Today, industries and businesses move so fast with new technology that it is difficult for a school system to keep buying modern equipment and textbooks if they are available.
4. The length of time that would be required would vary greatly depending upon the type of business being visited. Also, the distance from school to the plant would have to be considered.

D. Equipment and Facilities Needed:

Equipment needed to compile the necessary information and produce a booklet:

1. Notebook
2. Pencils and pen
3. Paper
4. Telephone book
5. Some listings from Chamber of Commerce
6. Stencils
7. City and County Assessor's Office

1. Teacher would have to make necessary arrangements for field trips.
2. Teacher would relate field trips to textbook.

E. Pre-project Preparation:

This would largely depend upon the grade level in which the teacher was instructing at. Generally speaking, a field trip would be done at the completion of a unit.

Many outside magazines, trade periodicals, and newspapers would present good related material.

*Developed by WMU Seminar Participant.

F. Step-by-Step Description:

1. Students study a unit (textbook).
2. Study of what product is made.
3. Study of occupations are involved.
4. Finally, a tour through facility.
5. For the teacher, she would have to coordinate all activities, such as setting up tour, making transportation arrangements, etc.

G. Evaluation:

1. A test may be given over the textbook material and field trip.
2. A follow-up paper may be assigned on the product manufactured or on occupations viewed.
3. An excellent evaluation method would be viewing their attitudes toward field trips and use of knowledge related to other subjects being discussed in the class.

CLASS GROUP PROJECT*

A. Descriptive Title:

A sales promotion campaign for the senior class play.

B. Objective or Purpose:

To develop a sales promotion campaign using appropriate advertising and sales promotion principles.

C. Nature and Scope:

This project is designed to have a total class involvement in preparing a sales promotion campaign for the senior class play. The project will give students with varying abilities and interests an opportunity to work in smaller groups or individually on various phases of the project. Those with artistic talents can do much more in the art work phase of the campaign preparation than students with little artistic creativity. On the other hand, students with varying degrees of academic or artistic talent will have an opportunity to participate in phases of this project effectively. The project will run approximately one six-week marking period.

D. Materials, Equipment, and Facilities:

1. Class notes
2. Class texts
3. Radio
4. Television
5. Newspaper
6. Printing rate cards
7. N.R.M.A. sales promotion calendar
8. Distributive Education library
9. Resource files
10. School art department
11. Senior class play director
12. Poster paper
13. Tempera paints
14. Paint brushes
15. Layout paper
16. Pencils
17. Colored pencils
18. Markers
19. Glue
20. Cellophane tape
21. Colored art paper
22. Erasers
23. Rulers
24. Pencil sharpener

*Distributed by Harland Samson, University of Wisconsin, during WMU Seminar.

E. Pre-project Preparation:

Your project is to prepare a sales promotion campaign for the senior class play. In order to complete the project, you should do the following:

1. Review class notes on sales promotion and advertising activities.
2. Read the following supplementary textbook materials:
   a. Business Principles and Management, pp. 329-349.
   b. Fundamentals of Selling, pp. 383-412.
   c. Retail Merchandising, pp. 383-412.
   d. Marketing, Sales Promotion and Advertising.
   e. Retailing Principles and Practices.
3. Check the Distributive Education library and resource files for available information on promotional materials and activities.

F. Step-by-Step Description:

1. Select market you want to reach.
2. Obtain rate cards from radio and television stations and newspapers (either by personal visitation, telephone, or by mail).
3. Analyze the information and determine the media that will be most appropriate to reach your market.
4. Select the media to be used within the given budget.
5. Develop the promotional materials to be used in the campaign:
   a. Prepare a three-minute news release for radio commentator presentation.
   b. Prepare several short news releases to be used as spot announcements on radio and television stations.
   c. Prepare publicity releases to be placed in the local newspaper and in the school newspaper. If other advertising media are available within your school, secure permission to use them and develop material to be used. (For instance, public address system).
   d. Prepare posters (either printed or handmade) to be placed at various locations in school and your community.
6. Plan your schedule of promotional releases. In timing releases, be certain to consider the following:
   a. How soon before the actual play dates should the promotional material be released?
   b. Do all releases have the approval of the play director and your instructor?
   c. Are your releases in good taste, and are they of a quality that will build the school's image with the public?
7. Write thank you notes to all who assisted you in your promotion efforts.

G. Evaluation:

1. To evaluate the project, students might answer the following questions:
   a. Compare senior class play financial records from previous years to this year's records.
   b. Can the techniques used in promoting the play be applied to the promotion of merchandise or services in a retail, wholesale, or service business?

2. Invite an advertising or sales promotion man to evaluate the campaign in relation to its effectiveness and discuss his findings with class.
3. Students should prepare a list of do's and don'ts for other groups to use as a basis for future campaigns.
4. Students should prepare a brief outline of other types of campaigns, i.e., school dance as an evaluation.

CLASS CROUP PROJECT*

A. Descriptive Title:
A sales promotion campaign for a snowmobile show.

B. Objective or Purpose:

To develop a sales promotion campaign using appropriate advertising and sales promotion principles.

C. Nature and Scope:

This project is designed to have a total class involvement in preparing a snowmobile show. The students are involved in preparing a sales promotion campaign for each snowmobile and in developing a fashion show with snowmobile attire. Those students with artistic talents can do much more in the art work phase of the promotional preparation than students with little artistic creativity. All students are assigned to a particular snowmobile and are instructed to prepare a sales presentation on that snowmobile. The project will run approximately two weeks.

D. Materials, Equipment, and Facilities:

1. Class notes
2. Class texts
3. Radio
4. Newspaper
5. Snowmobiles
6. Snowmobilers' attire
7. Poster paper
8. Tempera paints
9. Paint brushes
10. Layout paper
11. Pencils
12. Colored pencils
13. Markers
14. Glue
15. Cellophane tape
16. A large facility for the show
17. Rulers
18. Microphone

E. Pre-project Preparation:

The objective of this project is to prepare a sales promotion campaign for a certain brand of snowmobile. In order to complete the project, you should do the following:

1. Review class notes on selling and sales promotion and advertising activities.

*Developed by WMU Seminar Participant.

2. Read the following textbook materials:
   a. Retail Merchandising (Selling), pp. 324-349.
   b. Retail Merchandising (Advertising), pp. 386-408.
   c. Retail Merchandising (Display), pp. 416-440.
   d. Advertising & Displaying Merchandise, Sec. I & II.
   e. All available information on your particular snowmobile.

F. Step-by-Step Description:

1. Obtain several makes of snowmobiles from local dealers.
2. Obtain a facility large enough to handle separate booths for each snowmobile.
3. Contact newspaper and radio for publicity on show and times.
4. Develop the promotional material on the assigned snowmobile.
5. Assign booths for each snowmobile and two students.
6. Assign snowmobile clothing to students according to size and sex.
7. Check students' sales presentation on their brand of snowmobile.
8. Make sure all decorations and promotional materials are up.
9. Write thank you notes to all who assisted in promotional efforts.

G. Evaluation:

1. Evaluate students' booths for promotional material, sales presentation and effectiveness; and discuss your findings with the class.
2. Students should prepare a brief outline of their sales presentation.
3. Reaction of area snowmobile dealers.
4. Final evaluation: how many snowmobiles were sold?

CLASS GROUP PROJECT*

A. Descriptive Title:
School Display Window Sales as a Club or Preparatory Class Project

B. Objective or Purpose:

1. To apply sales knowledge by selling to downtown distributive business owners or managers.
2. To display abilities of harmonious cooperation with businessmen and with fellow students.
3. To actively involve all preparatory students in a club activity.
4. To develop leadership, social, and organizing skills of individuals in small group organization.

C. Nature and Scope:

This is an end-of-the-year activity for preparatory students to be completed in one week's time. At the end of the year, the students will sell the school display window space and time for the next year to downtown businessmen. The cooperative class in the following school year will carry out the follow-up project--that of constructing the merchandise or service displays. This project makes the businessman more aware of the D.E. program. The sales experience will occur outside school on student time. Preparation and planning will occur in class.

D. Materials, Equipment, and Resources:

1. Display window or area in a traffic area of the school.
2. Basic display materials, unless they can be obtained from the businessmen.
   a. Mannequins
   b. Lights
   c. Backdrops
   d. Accessories
3. A master schedule (example A) and a contract form (example B).
4. Large tagboard calendar for recording of sales.

E. Pre-project Preparation:

The student must be able to apply the steps of the sale. He must have had experience in role playing of sales techniques. The student should have had prior experience with working in an organized group.

*Distributed by Harland Samson, University of Wisconsin, during WMU Seminar.

Prior to the beginning of the project, each student will evaluate each other in terms of personality traits necessary to carry out this project (leadership ability, cooperativeness, dependability, initiative). Use a rating form (example C).

F. Step-by-Step Description:

1. The students should organize themselves into small sales forces.
2. The DECA president or the teacher shall assign sections of the school calendar to the sales forces.
3. Each sales force assigns dates to each person in the force.
4. The chairman of each sales force assigns distributive businesses for each member to contact.
5. Implement sales techniques in making the display window sales.
   a. Stress the D.E. program and club.
   b. Tell the businessman that he will be invited to see his store's display in the school next year.
   c. Tell the businessman that he will be given a snapshot of the display.
   d. Tell the businessman that he will receive a printed schedule of all participating businessmen.
6. Each day, record the prior day sales on a master schedule by name of business.
7. Possibly, an award can be given to the first sales force completing its sales.

G. Evaluation:

1. After the completion of the project, the same evaluation should be done within each sales force.
2. The results will be compiled by the teacher and returned to the students so that they may see their rate of progress in these areas.
*3. A standard should be set for the number of sales contacts that should be made by each student.
*4. Report in class on your sales experiences (orally).

H. Teacher Information Sheet:

A "fee or price" may or may not be charged to the business, depending upon your individual situation. Local administration policy must be checked in regard to this. The learning outcomes are present in either case. Exercise extreme care in developing the schedule calendar for displays. "Sales personnel" should have specific dates that they may fill in as they make their sales. These students should also have specific businesses or areas of the city that they may sell in. This project results in the securing of a wide variety of merchandise for display plus the advantage of students not always going to the same store to borrow display merchandise. The teacher may determine the length of the display period to be sold (example: 1 week, 2 weeks, etc.).

Exhibit "A"

Display Schedule for Year 197_ - 7_

Week of:	Firm
Sept. 1	_____
Sept. 8	_____
Sept. 15	_____
___	_____
___	_____

Exhibit "B"

Display Agreement

The DECA Club of Southeast High School will display for a period of one week beginning (date), merchandise for (firm). Articles to be displayed will be picked up on Thursday afternoon prior to the display period and returned on Friday of the display week.

COST _____ THEME _____

Student _____

Firm _____

Display to be designed by DECA firm
(Circle)

Exhibit "C"

Personality Trait Evaluation Sheet

TRAIT	Excellent	Good	Fair	Poor	Other Comments
Leadership					
Cooperation					
Dependability					
Initiative					
Others					

Appendix

Frequency Counts and Percentages on the
Distributive Education Planning Sheet

Prepared by
Byron Richardson
Distributive Teacher Education Student
Western Michigan University

The data for the questionnaire was collected at the Distributive Education Seminar on Project Method.

The scale for the questionnaire was divided into three sections:

1. Very Necessary
2. Necessary
3. Not Necessary

Each of the ten competencies is divided into twenty-one U.S.O.E. classifications. Each of the twenty-one U.S.O.E. classifications is divided into three sections: (1) Very Necessary, (2) Necessary, and (3) Not Necessary. Under each number will be frequency counts and the percentage of coordinators who answered that question with that corresponding number. The three percentages will total 100 per cent, and the frequency counts will total twenty-five. The last page will have a total count on how the coordinators answered the U.S.O.E. classifications in the ten competency areas. This will be a total of all ten competencies in the twenty-one areas of the U.S.O.E. classifications.

DISTRIBUTIVE EDUCATION CURRICULUM PLANNING SHEET

		Advertising	Communications	Display	Human Relations	Mathematics	Merchandising	Operation and Management	Product and/or Service Technology	Selling	Concepts of Marketing and Economics
04.01	Advertising Services										
04.02	Apparel & Accessories										
04.03	Automotive										
04.04	Finance & Credit										
04.05	Floristry										
04.06	Food Distribution										
04.07	Food Services										
04.08	General Merchandise										
04.09	Hardware, Bldg. Materials, Farm & Garden Supplies & Equipment										
04.10	Home Furnishing										
04.11	Hotel & Lodging										
04.12	Industrial Marketing										
04.13	Insurance										
04.14	International Trade										
04.15	Personal Services										
04.16	Petroleum										
04.17	Real Estate										
04.18	Recreation and Tourism										
04.19	Transportation										
04.20	Retail Trade, Other										
04.21	Wholesale Trade, Other										

Scale

1 = Very Necessary
2 = Necessary
3 = Not Necessary

	Advertising			Communication		
Variance	1	2	3	1	2	3
Advertising Services	25	0	0	23	2	0
	100.00%	0.00%	0.00%	92.00%	8.00%	0.00%
Apparel & Accessories	13	12	0	15	9	1
	52.00%	48.00%	0.00%	60.00%	36.00%	4.00%
Automotive	9	14	2	13	11	1
	36.00%	56.00%	8.00%	52.00%	44.00%	4.00%
Finance & Credit	7	13	5	18	7	0
	28.00%	52.00%	20.00%	72.00%	28.00%	0.00%
Floristry	13	11	1	9	16	0
	52.00%	44.00%	4.00%	36.00%	64.00%	0.00%
Food Distribution	10	15	0	10	15	0
	40.00%	60.00%	0.00%	40.00%	60.00%	0.00%
Food Services	5	13	7	12	11	2
	20.00%	52.00%	28.00%	48.00%	44.00%	8.00%
General Merchandise	10	13	2	14	11	0
	40.00%	52.00%	8.00%	56.00%	44.00%	0.00%
Hardware, Bldg. Materials, Farm & Garden Supplies & Equipment	11	14	0	11	14	0
	44.00%	56.00%	0.00%	44.00%	56.00%	0.00%
Home Furnishing	14	10	1	11	13	1
	56.00%	40.00%	4.00%	44.00%	52.00%	4.00%
Hotel & Lodging	11	14	0	14	11	0
	44.00%	56.00%	0.00%	56.00%	44.00%	0.00%
Industrial Marketing	7	17	1	17	7	1
	28.00%	68.00%	4.00%	88.00%	12.00%	0.00%
Insurance	10	14	1	22	3	0
	40.00%	56.00%	4.00%	88.00%	12.00%	0.00%
International Trade	6	11	8	17	8	0
	24.00%	44.00%	32.00%	68.00%	32.00%	0.00%
Personal Services	12	9	4	16	8	1
	48.00%	36.00%	16.00%	64.00%	32.00%	4.00%
Petroleum	8	16	1	9	16	0
	32.00%	64.00%	4.00%	36.00%	64.00%	0.00%
Real Estate	15	10	0	21	4	0
	60.00%	40.00%	0.00%	84.00%	16.00%	0.00%
Recreation and Tourism	19	6	0	17	8	0
	76.00%	24.00%	0.00%	68.00%	32.00%	0.00%
Transportation	8	12	5	8	16	1
	32.00%	48.00%	20.00%	32.00%	64.00%	4.00%
Retail Trade, Other	15	9	1	14	11	0
	60.00%	36.00%	4.00%	56.00%	44.00%	0.00%
Wholesale Trade, Other	7	12	6	11	14	0
	28.00%	48.00%	24.00%	44.00%	56.00%	0.00%

1 = Very Necessary
2 = Necessary
3 = Not Necessary

Variance	Display			Human Relations		
	1	2	3	1	2	3
Advertising Services	21	3	1	12	12	1
	84.00%	12.00%	4.00%	48.00%	48.00%	4.00%
Apparel & Accessories	20	5	0	15	8	2
	80.00%	20.00%	0.00%	60.00%	32.00%	8.00%
Automotive	6	13	6	13	10	2
	24.00%	52.00%	24.00%	52.00%	40.00%	8.00%
Finance & Credit	1	7	17	19	5	1
	4.00%	28.00%	68.00%	76.00%	20.00%	4.00%
Floristry	22	2	1	13	8	4
	88.00%	8.00%	4.00%	52.00%	32.00%	16.00%
Food Distribution	14	9	2	13	9	3
	56.00%	36.00%	8.00%	52.00%	36.00%	12.00%
Food Services	5	12	8	16	6	3
	20.00%	48.00%	32.00%	64.00%	24.00%	12.00%
General Merchandise	12	13	0	14	10	1
	48.00%	52.00%	0.00%	56.00%	40.00%	4.00%
Hardware, Bldg. Materials, Farm & Garden Supplies & Equipment	14	11	0	10	14	1
	46.00%	44.00%	0.00%	40.00%	56.00%	4.00%
Home Furnishing	20	5	0	15	8	2
	80.00%	20.00%	0.00%	60.00%	32.00%	8.00%
Hotel & Lodging	1	12	12	21	3	1
	4.00%	48.00%	48.00%	84.00%	12.00%	4.00%
Industrial Marketing	1	14	10	13	11	1
	4.00%	56.00%	40.00%	52.00%	44.00%	4.00%
Insurance	4	5	16	22	3	0
	16.00%	20.00%	64.00%	88.00%	12.00%	0.00%
International Trade	2	12	11	18	3	4
	8.00%	48.00%	44.00%	72.00%	12.00%	16.00%
Personal Services	4	14	7	22	3	0
	16.00%	56.00%	28.00%	88.00%	12.00%	0.00%
Petroleum	7	12	6	13	9	3
	28.00%	48.00%	24.00%	52.00%	36.00%	12.00%
Real Estate	3	11	11	21	4	0
	12.00%	44.00%	44.00%	84.00%	16.00%	0.00%
Recreation and Tourism	5	17	3	22	2	1
	20.00%	68.00%	12.00%	88.00%	8.00%	4.00%
Transportation	1	12	12	15	9	1
	4.00%	48.00%	48.00%	60.00%	36.00%	4.00%
Retail Trade, Other	14	9	2	14	11	0
	56.00%	36.00%	8.00%	56.00%	44.00%	0.00%
Wholesale Trade, Other	4	15	16	11	13	1
	16.00%	60.00%	24.00%	44.00%	52.00%	4.00%

1 = Very Necessary
2 = Necessary
3 = Not Necessary

	Mathematics			Merchandising		
Variance	1	2	3	1	2	3
Advertising Services	5	11	9	10	12	3
	20.00%	44.00%	36.00%	40.00%	48.00%	12.00%
Apparel & Accessories	10	13	2	21	4	0
	40.00%	52.00%	8.00%	84.00%	16.00%	0.00%
Automotive	12	10	3	10	12	3
	48.00%	40.00%	12.00%	40.00%	48.00%	12.00%
Finance & Credit	25	0	0	2	9	14
	100.00%	0.00%	0.00%	8.00%	36.00%	56.00%
Floristry	6	17	2	17	7	1
	24.00%	68.00%	8.00%	68.00%	28.00%	4.00%
Food Distribution	15	9	1	21	4	0
	60.00%	36.00%	4.00%	84.00%	16.00%	0.00%
Food Services	10	13	2	7	13	5
	40.00%	52.00%	8.00%	28.00%	52.00%	20.00%
General Merchandise	12	12	1	18	6	1
	48.00%	48.00%	4.00%	72.00%	24.00%	4.00%
Hardware, Bldg. Materials, Farm & Garden Supplies & Equipment	15	9	1	16	9	0
	60.00%	36.00%	4.00%	64.00%	36.00%	0.00%
Home Furnishing	9	14	2	16	9	0
	36.00%	56.00%	8.00%	64.00%	36.00%	0.00%
Hotel & Lodging	13	9	3	5	11	9
	52.00%	36.00%	12.00%	20.00%	44.00%	36.00%
Industrial Marketing	13	12	0	9	12	4
	52.00%	48.00%	0.00%	36.00%	48.00%	16.00%
Insurance	22	2	1	8	9	8
	88.00%	8.00%	4.00%	32.00%	36.00%	32.00%
International Trade	11	13	1	9	9	7
	44.00%	52.00%	4.00%	36.00%	36.00%	28.00%
Personal Services	4	18	3	5	12	8
	16.00%	72.00%	12.00%	20.00%	48.00%	32.00%
Petroleum	13	10	2	14	11	0
	52.00%	40.00%	8.00%	56.00%	44.00%	0.00%
Real Estate	18	5	2	6	15	4
	72.00%	20.00%	8.00%	24.00%	60.00%	16.00%
Recreation and Tourism	5	18	2	3	15	7
	20.00%	72.00%	8.00%	12.00%	60.00%	28.00%
Transportation	9	15	1	0	18	7
	36.00%	60.00%	4.00%	0.00%	72.00%	28.00%
Retail Trade, Other	11	13	1	14	11	0
	44.00%	52.00%	4.00%	56.00%	44.00%	0.00%
Wholesale Trade, Other	9	16	0	10	11	4
	36.00%	64.00%	0.00%	40.00%	44.00%	16.00%

1 = Very Necessary
2 = Necessary
3 = Not Necessary

Variance	Operation & Management			Product and/or Service Technology		
	1	2	3	1	2	3
Advertising Services	7	17	1	16	9	0
	28.00%	68.00%	4.00%	64.00%	36.00%	0.00%
Apparel & Accessories	9	15	1	13	11	1
	36.00%	60.00%	4.00%	52.00%	44.00%	4.00%
Automotive	13	10	2	20	5	0
	52.00%	40.00%	8.00%	80.00%	20.00%	0.00%
Finance & Credit	15	8	2	11	8	6
	60.00%	32.00%	8.00%	44.00%	32.00%	24.00%
Floristry	14	10	1	15	9	1
	56.00%	40.00%	4.00%	60.00%	36.00%	4.00%
Food Distribution	15	7	3	12	12	1
	60.00%	28.00%	12.00%	48.00%	48.00%	4.00%
Food Services	15	8	2	12	13	0
	60.00%	32.00%	8.00%	48.00%	52.00%	0.00%
General Merchandise	12	12	1	8	16	1
	48.00%	48.00%	4.00%	32.00%	64.00%	4.00%
Hardware, Bldg. Materials, Farm & Garden Supplies & Equipment	16	8	1	17	8	0
	64.00%	32.00%	4.00%	68.00%	32.00%	0.00%
Home Furnishing	14	11	0	18	6	1
	56.00%	44.00%	0.00%	72.00%	24.00%	4.00%
Hotel & Lodging	17	6	2	11	8	6
	68.00%	24.00%	8.00%	44.00%	32.00%	24.00%
Industrial Marketing	15	10	0	18	6	1
	60.00%	42.00%	0.00%	72.00%	24.00%	4.00%
Insurance	18	5	2	18	5	2
	72.00%	20.00%	8.00%	72.00%	20.00%	8.00%
International Trade	13	12	0	14	11	0
	52.00%	48.00%	0.00%	56.00%	44.00%	0.00%
Personal Services	16	8	1	15	9	1
	64.00%	32.00%	4.00%	60.00%	36.00%	4.00%
Petroleum	13	11	1	18	7	0
	52.00%	44.00%	4.00%	72.00%	28.00%	0.00%
Real Estate	17	8	0	15	9	1
	68.00%	32.00%	0.00%	60.00%	36.00%	4.00%
Recreation and Tourism	15	9	1	11	9	5
	60.00%	36.00%	4.00%	44.00%	36.00%	20.00%
Transportation	10	14	1	12	10	3
	40.00%	56.00%	4.00%	48.00%	40.00%	12.00%
Retail Trade, Other	13	11	1	12	12	1
	52.00%	44.00%	4.00%	48.00%	48.00%	4.00%
Wholesale Trade, Other	14	11	0	14	9	2
	56.00%	44.00%	0.00%	56.00%	36.00%	8.00%

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3 = Not Necessary

Variance	Selling			Concepts of Marketing & Economics		
	1	2	3	1	2	3
Advertising Services	19	6	0	16	8	1
	76.00%	24.00%	0.00%	64.00%	32.00%	4.00%
Apparel & Accessories	25	0	0	8	16	1
	100.00%	0.00%	0.00%	32.00%	64.00%	4.00%
Automotive	19	6	0	8	15	2
	76.00%	24.00%	0.00%	32.00%	60.00%	8.00%
Finance & Credit	16	7	2	12	9	4
	64.00%	28.00%	8.00%	48.00%	36.00%	16.00%
Floristry	20	5	0	8	9	8
	80.00%	20.00%	0.00%	32.00%	36.00%	32.00%
Food Distribution	16	8	1	7	16	2
	64.00%	32.00%	4.00%	28.00%	64.00%	8.00%
Food Services	15	9	1	8	13	4
	60.00%	36.00%	4.00%	32.00%	52.00%	16.00%
General Merchandise	21	4	0	8	15	2
	84.00%	16.00%	0.00%	32.00%	60.00%	8.00%
Hardware, Bldg. Materials, Farm & Garden Supplies & Equipment	23	2	0	14	11	0
	92.00%	8.00%	0.00%	56.00%	44.00%	0.00%
Home Furnishing	22	3	0	10	13	2
	88.00%	12.00%	0.00%	40.00%	52.00%	8.00%
Hotel & Lodging	10	11	4	8	12	5
	40.00%	44.00%	16.00%	32.00%	48.00%	20.00%
Industrial Marketing	22	3	0	14	10	1
	88.00%	12.00%	0.00%	56.00%	40.00%	4.00%
Insurance	25	0	0	12	11	2
	100.00%	0.00%	0.00%	48.00%	44.00%	8.00%
International Trad3	19	6	0	15	8	2
	76.00%	24.00%	0.00%	60.00%	32.00%	8.00%
Personal Services	14	10	1	5	16	4
	56.00%	40.00%	4.00%	20.00%	64.00%	16.00%
Petroleum	16	9	0	11	13	1
	64.00%	36.00%	0.00%	44.00%	52.00%	4.00%
Real Estate	23	1	1	12	11	2
	92.00%	4.00%	4.00%	48.00%	44.00%	8.00%
Recreation and Tourism	19	6	0	8	13	4
	76.00%	24.00%	0.00%	32.00%	52.00%	16.00%
Transportation	12	13	0	6	15	4
	48.00%	52.00%	0.00%	24.00%	60.00%	16.00%
Retail Trade, Other	20	5	0	12	11	2
	80.00%	20.00%	0.00%	48.00%	44.00%	8.00%
Wholesale Trade, Other	17	7	1	11	13	1
	68.00%	28.00%	4.00%	44.00%	52.00%	4.00%

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Variance	Response on Each Question in Ten Competency Areas 1	2	3
Advertising Services	154	80	16
	61.60%	32.00%	6.40%
Apparel & Accessories	149	93	8
	59.60%	37.20%	3.20%
Automotive	123	106	21
	49.20%	42.40%	8.40%
Finance & Credit	126	73	51
	50.40%	29.20%	20.40%
Floristry	137	94	19
	54.80%	37.60%	7.60%
Food Distribution	133	104	13
	53.20%	41.60%	5.20%
Food Services	105	111	34
	42.00%	44.40%	13.60%
General Merchandise	129	112	9
	51.60%	44.80%	3.60%
Hardware, Bldg. Materials, Farm & Garden Supplies & Equipment	147	100	3
	58.80%	40.00%	1.20%
Home Furnishing	149	92	9
	59.60%	36.80%	3.60%
Hotel & Lodging	111	97	42
	44.40%	38.80%	16.80%
Industrial Marketing	129	102	19
	51.60%	40.80%	7.60%
Insurance	161	57	32
	64.40%	22.80%	12.80%
International Trade	124	93	33
	49.60%	37.20%	13.20%
Personal Services	113	107	30
	45.20%	42.80%	12.00%
Petroleum	122	114	14
	48.80%	45.60%	5.60%
Real Estate	151	78	21
	60.40%	31.20%	8.40%
Recreation and Tourism	124	103	23
	49.60%	41.20%	9.20%
Transportation	81	134	35
	32.40%	53.60%	14.00%
Retail Trade, Other	139	103	8
	55.60%	41.20%	3.20%
Wholesale Trade, Other	108	121	21
	43.20%	48.40%	8.40%

1 = Very Necessary
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AFFECTIVE VERBS*

Verbs used to indicate behaviors in the affective domain.

1. Receiving

to be aware of
to be conscious of
to recognize
to realize
to be sensitive to
to tolerate
to accept
to listen to
to attend to
to appreciate
to prefer
to be alert to

2. Responding

to comply with
to obey
to volunteer to
to practice rules
to respond with interest
to perform
to cooperate with
to contribute to
to ask
to participate
to enjoy
to acquaint
to engage in
to assume responsibility
to accept responsibility
to find pleasure in

3. Valuing

to feel (to feel strongly about)
to be loyal to
to be devoted to
to examine
to value
to prefer

4. Organization

to relate
to form judgments
to weigh
to identify characteristics
to find out and crystallize

5. Characterization

to change behavior
to revise judgments
to face facts and conclusions
to approach problems objectively
to develop a conscience
to develop a philosophy of life

*David R. Krathwohl, Taxonomy of Educational Objectives, Handbook II: Affective Domain. (New York: David McKay Co., Inc., 1964).

COGNITIVE VERBS*

Verbs used to indicate behaviors in the cognitive domain.

1. Knowledge

to define
to distinguish
to be familiar with
to understand
to recall
to recognize
to acquire
to be conscious of
to develop
to outline
to identify
to know

2. Comprehension

to understand
to translate
to prepare
to comprehend
to interpret
to grasp
to distinguish
to conclude
to predict
to estimate
to differentiate
to recognize
to explain
to summarize
to demonstrate by example
to see implications, effects, and consequences
to paraphrase
to indicate
to make predictions

3. Application

to apply
to employ
to relate
to predict
to use

4. Analysis

to distinguish
to discriminate
to analyze
to detect
to infer
to categorize
to choose
to discover
to select

5. Synthesis

to create
to propose
to integrate
to plan
to design
to synthesize
to formulate
to perceive
to organize
to prepare
to develop
to compile
to incorporate
to visualize

6. Evaluation

to select
to judge
to assess
to compare
to appraise
to distinguish
to evaluate
to decide
to determine

*Benjamin S. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. (New York: David McKay Co., Inc., 1956).

BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION*

Aims and Objectives

. . . That preparation for gainful employment and for advancement in a distributive occupation is the primary goal of the distributive education program.

. . . That the distributive education program should engender an understanding and appreciation of the American private enterprise system as a cornerstone of the American Democracy.

. . . That the distributive education program should foster an awareness of the civic, social, and moral responsibilities of business to society.

. . . That the distributive education program should stimulate the student's interest in his chosen distributive occupational field by providing an understanding of the opportunities it offers him to be a contributing member of society.

. . . That the distributive education program should encourage and promote the use of ethical standards in business and industry.

. . . That the distributive education program should prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers intelligently, efficiently, and pleasantly.

. . . That the distributive education program should provide training that results in increased efficiency in distribution and marketing.

. . . That the distributive education program should contribute to the improvement of the techniques in distribution and marketing.

. . . That the distributive education program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, and technical and educational developments, and adapt to such changes.

. . . That the distributive education program should advance the objectives of the total educational program.

. . . That the distributive education program should strive to develop among employers, employees, and consumers a wider appreciation of the value of specifically trained personnel in distribution.

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*Lucy C. Crawford, A Philosophy of Distributive Education.

PROJECT TRAINING IN DISTRIBUTIVE EDUCATION

Project Training is a "participation experience" program which combines vocational instruction in the classroom with supervised and coordinated laboratory activities related to the distributive occupational field in which the student is preparing for employment.

1. Preparatory Project Training may be:

   (a) an alternative for preparatory cooperative training.
   (b) a substitute for preparatory cooperative training, or
   (c) a prerequisite for preparatory cooperative training.

2. Preparatory Project Training emplements the teaching-learning process by:

   (a) supporting subject matter determined necessary, and
   (b) supplementing regular classroom learning activities.

3. Preparatory Project Training is personalized for each student by means of individually designed projects that take into account:

   (a) the student's employment objective.
   (b) the student's progress towards his goal.
   (c) the student's need for adaptability in a changing society and economy, and
   (d) the subject matter being studied.

4. Preparatory Project Training uses regularly scheduled laboratory time for:

   (a) planning, implementing and evaluating individual project activities, and
   (b) using facilities and equipment that are representative of a student's preparatory training objective.

5. Preparatory Project Training uses the "Project Training Record":

   (a) as a planning instrument, and
   (b) as an evaluating instrument.

6. Preparatory Project Training assumes that the teacher-coordinator will:

   (a) maintain liaison with the business community.
   (b) coordinate project activities with potential employers of project training students, and
   (c) serve as the training sponsor for project training students.

TEACHING METHODS IN OCCUPATIONAL EDUCATION*

A. Occupational Contact

1. Job performance activities
2. Field observation
3. Field interview
4. Field trip
5. Resource visitors from business and industry

B. Active Problem Solving

6. Case problem
7. Role playing
8. Conference method
9. Buzz sessions
10. Brainstorming
11. Simulation games

C. Demonstration & Practice

12. Demonstration by students
13. Demonstration by teacher
14. Dramatization and skit
15. School store project
16. Practice and drill

D. Audio-Visual

17. Films
18. Bulletin board
19. Flannel board
20. Charts, maps, pictures, posters, exhibits and samples
21. Tape recording

E. Auditory-Verbal

22. Informal discussion
23. Symposium
24. Forum
25. Debate
26. Panel
27. Dialogue
28. Round Table
29. Lecture

F. Reading and Writing

30. Themes, essays, and written reports
31. Written survey of literature
32. Trade publications activities
33. Newspaper activities
34. Resource file project
35. Occupational research

G. Measuring & Evaluating

36. Classroom test
37. Classroom tests made by students
38. Standardized test
39. Performance test
40. Contest
41. Judging others and their work
42. Self-appraisal
43. Measuring goal achievement

H. Combination Activities

44. Individual project
45. Group project
46. Joint class project
47. Creative project

I. Programmed Instruction

*Developed by Harland Samson, University of Wisconsin.

TECHNICAL OBJECTIVES

Reprinted from

A COMPETENCY PATTERN APPROACH TO CURRICULUM

CONSTRUCTION IN DISTRIBUTIVE TEACHER EDUCATION

Final Report of Research Project

Supported By
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Principal Investigator

Lucy C. Crawford
Virginia Polytechnic Institute
Blacksburg, Virginia

June, 1969

CHAPTER XVII

TECHNICAL OBJECTIVES

Introduction

Educational objectives to develop the technical teaching competencies[9] identified in Phase I of this study were reported in this chapter. These competencies concern the subject matter of the distributive education program and are based on competencies required by selected distributive workers in a two-step career continuum.[10] They include competencies concerning basic concepts regarding economics and marketing as well as competencies directly related to job tasks of distributive workers.

The objectives are organized around ten areas of study: selling, display, advertising, communications, mathematics, human relations, operations and management, product and/or service technology, merchandising, and economics and marketing.

The plan used in grouping the objectives and in classifying them according to their degree of complexity was the same as the one used for the professional objectives reported in Chapter XVI. For the convenience of the reader, the explanation concerning this plan is repeated here:

The objectives in each category are grouped around topics that might be included in a unit of instruction. A terminal (general) objective is stated as the ultimate objective and a group of enabling objectives follows. It was assumed that if the enabling objectives were accomplished, the terminal objectives would be attained.

An effort was made to include objectives to develop each of the identified technical competencies. In some instances, one objective was constructed to develop more than one competency; in other instances, several objectives were constructed to develop one competency.

At the left of each enabling objective is a code to indicate the degree of complexity of the objective. The objectives, based on knowledges, understandings, and mental skills, are coded according to the following categories of the cognitive domain:

C 1.0 Knowledge	C 4.0 Analysis
C 2.0 Comprehension	C 5.0 Synthesis
C 3.0 Application	C 6.0 Evaluation

The objectives, based on attitudes, are coded into the following categories of the affective domain:

A 1.0 Receiving	A 3.0 Valuing
A 2.0 Responding	A 4.0 Organization

Since the classification of the objectives into the broad categories of the cognitive and affective domains provides the curriculum worker with an indication of the degree of complexity of each objective, this makes it possible to more easily determine which objectives to include in instructional units at various levels of instruction.

The technical objectives follow.

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[9] Ibid., pp. 96-171.

[10] Ibid., Volumes II, III and IV.

SELLING AREA

I. System Training

A. Cash Register Use and Change-Making

The D.E. teacher-coordinator will have the ability to weigh the necessity of proper cash register usage when he is able to:

1. C*2.0 Explain the correct use of a cash register.
2. C 3.0 Use a cash register correctly and efficiently.
3. C 3.0 Use the correct procedure for making change and counting it back to the customer.
4. A 3.0 Feel that careful change-making will increase customer confidence in the salesperson and the business.
5. A 4.0 Relate the importance of ringing sales correctly on the cash register to store operation and control.

B. Sales Checks

The D.E. teacher-coordinator will have the ability to relate accurate sales check writing to store operation and control when he is able to:

1. C 1.0 Recall the usual types of information required on sales checks.
2. C 3.0 Employ proper methods when writing out sales checks for cash, charge, lay-away or C.O.D. transactions.
3. C 3.0 Handle charge plates correctly when writing out a charge transaction.

II. Sales Process

A. The Approach

The D.E. teacher-coordinator will have the ability to weigh the importance of a strong sales approach when he is able to:

1. C 3.0 Open a sale with a greeting, merchandise or service approach.
2. C 4.0 Determine the most appropriate time to approach a customer to open a sale.
3. C 6.0 Determine the most suitable statement or remark to make in opening a sales conversation.
4. A 3.0 Feel strongly that the customer should be approached promptly.
5. A 3.0 Believe that self-confidence and interest in customers strengthen a sales approach.

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

B. Determining Customer's Buying Motive

The D.E. teacher-coordinator will have the ability to relate the importance of determining customer buying motives to successful selling when he is able to:

1. C 1.0 Recall the types of customer buying motives.
2. C 4.0 Discover a customer's buying motives.
3. C 4.0 Detect customer needs and desires through appropriate questioning.
4. C 5.0 Develop a sales presentation around identified buying motives.
5. A 3.0 Believe that the successful closing of a sale usually depends on the appeal to a customer's dominant buying motive.
6. A 1.0 Be sensitive to customer clues such as actions, conversation, etc., that give indications of needs and desires.

C. Arousing Interest in Products and Service

The D.E. teacher-coordinator will have the ability to incorporate product and service information into a sale when he is able to:

1. C 2.0 Translate product knowledge into customer benefits.
2. C 4.0 Recognize selling features of products and/or services.
3. A 3.0 Believe that genuine enthusiasm for merchandise will create interest and desire in customers.
4. A 3.0 Feel that a reasonable number of an item should be shown to avoid confusing the customer.
5. A 4.0 Relate product information to successful selling.

D. Building Desire to Own the Product

The D.E. teacher-coordinator will have the ability to select the best method for creating customer desire for a product when he is able to:

1. C 3.0 Get merchandise into the customer's hands to create attachment to item.
2. C 3.0 Demonstrate merchandise as it may be used by customers.
3. C 4.0 Discover ways of showing and displaying merchandise to enkindle interest and desire in customers.
4. A 3.0 Feel strongly that value is added to merchandise that is handled with care and respect.
5. A 3.0 Feel that a customer will become more interested in merchandise if he is encouraged to handle or use it.

III. Techniques in the Sales Process

A. Answering Questions and Overcoming Questions

The D.E. teacher-coordinator will have the ability to incorporate a customer's questions and objections into a successful sale when he is able to:

1. C 3.0 Apply the best method for meeting customer objections promptly as they arise.

2. C 4.0 Recognize customer resistance as valid objections or as excuses.

3. C 5.0 Create a stronger sales presentation by anticipating customer resistance.

4. A 3.0 Feel that customer objections are a normal part of a sale.

5. A 3.0 Feel strongly that customer objections must be handled and overcome with care and respect.

6. C 2.0 Recognize and interpret customer objectives as indicators of concerns and therefore to be preferred to the silent customer.

B. Closing the Sale (Winning Conviction)

The D.E. teacher-coordinator will have the ability to incorporate various methods to help a customer make a buying decision when he is able to:

1. C 4.0 Detect where the customer is in his thinking to assist him through the remaining buying decisions.

2. C 4.0 Determine when either underselling or overselling is becoming detrimental to a sale.

3. A 3.0 Feel that the final buying decision is not hard to obtain when the customer has been helped to make minor choices.

4. A 3.0 Believe that questioning, observing, and listening are necessary to the successful completion of a sale.

5. A 3.0 Believe that customers must be given "real" reasons for buying.

C. Closing the Sale (Obtaining Action)

The D.E. teacher-coordinator will have the ability to decide on an appropriate closing for a sale when he is able to:

1. C 1.0 Recall the methods which can be used in closing a sale.

2. C 4.0 Discover "buying signals" or readiness to buy on the customer's part.

3. C 5.0 Incorporate appropriate timing in the successful completion of a sale.

4. C 6.0 Select the most appropriate postsale activity.

5. A 2.0 Enjoy helping a customer make a buying decision.

D. Suggestion Selling

The D.E. teacher-coordinator will have the ability to assess the importance of suggestion selling to increased volume when he is able to:

1. C 2.0 Recognize the kinds of suggestion selling which can be used (new products or services, sale or bargain items, holiday or gift items, larger quantities, related items, substitute items, better quality and higher-priced items).

2. C 3.0 Employ the most appropriate method of suggestion selling to increase the average sale.

3. C 3.0 Suggest merchandise from his depa~tment or from other departments in the store.

4. C 4.0 Determine when and how suggestion selling should be attempted.

5. A 3.0 Feel that suggesting additional merchandise, better quality merchandise, and substitute merchandise is a service to the customer and increases volume and profits as well.

IV. Customer Services - Selling Tools

A. Credit and Installment Plans

The D.E. teacher-coordinator will have the ability to formulate a concept regarding the role of credit in selling when he is able to:

1. C 1.0 Recall various types of credit plans, terms, and policies.

2. C 2.0 Interpret the terms and policies of various credit and installment plans.

3. C 3.0 Use credit as a selling tool.

4. C 3.0 Help select the credit plan or installment terms which will serve the customer best.

5. A 3.0 Feel that credit is important as a selling tool.

B. Other Customer Services

The D.E. teacher-coordinator will have the ability to weigh the importance of customer services as selling tools when he is able to:

1. C 2.0 Explain delivery schedules to customers.

2. C 3.0 Use the correct procedures for processing a customer's personal checks.

3. C 3.0 Use the correct procedures for filling mail and telephone orders.

4. C 6.0 Select appropriate wrapping materials for the customer's purchase.

5. A 2.0 Volunteer to call a customer to inform her of newly-arrived or specially-priced merchandise or service.

6. A 3.0 Feel that gift-wrapping services attract trade.

V. Professionalizing Selling

A. Self-Analysis

The D.E. teacher-coordinator will have the ability to weight the importance of projecting positive attitudes in selling situations when he is able to:

1. A 2.0 Find pleasure in selling the merchandise or service with which he works.

2. A 3.0 Develop a feeling of pride in being a salesperson.

3. A 3.0 Feel strongly that one should take advantage of sales training opportunities.

4. A 4.0 Form judgments as to the effect that the salesperson's personality has upon successful selling.

B. Selling Costs

The D.E. teacher-coordinator will have the ability to relate low selling costs to successful job performance when he is able to:

1. C 2.0 Translate sales quotas into expected performance or production.

2. C 3.0 Compute selling costs.

3. C 5.0 Coordinate selling skills in an effort to meet a sales quota.

4. A 2.0 Assume responsibility for meeting sales quotas in order to meet established job performance.

C. Business and Public Relations Policies

The D.E. teacher-coordinator will have the ability to form a concept of the salesperson's role in regards to business and public relations policies when he is able to:

1. C 3.0 Sell according to policies and practices set forth by management.

2. A 2.0 Volunteer to interpret a firm's policies to customers.

3. A 4.0 Weigh the importance of good selling to total store success and to the economy.

4. A 4.0 Weigh the importance of the salesperson's position in regard to his public relations function.

VI. Handling Complaints and Exchanges

A. Customer Complaints

The D.E. teacher-coordinator will have the ability to evaluate the need for carefully handling customer complaints when he is able to:

1. C 2.0 Explain the principles generally used in handling customer complaints.

2. C 3.0 Handle customer complaints according to store policies.

3. C 6.0 Determine how to handle a customer complaint.

4. A 3.0 Feel that customer complaints are opportunities for a store to correct operating faults.

5. A 3.0 Value customer's complaints as opportunities to build goodwill.

B. Merchandise Exchanges, Cash Refunds and Charge Credits

The D.E. teacher-coordinator will have the ability to determine the best approach for handling situations in which merchandise is being returned for exchange, cash refund or charge credit when he is able to:

1. C 2.0 Explain procedures for handling exchanges, cash refunds or charge credits.
2. C 3.0 Handle exchanges, cash refunds or charge credits according to store policies.
3. A 3.0 Feel that situations involving cash refunds, exchanges, or charge credits should be used to build goodwill.

VII. Stock Display and Care

A. Stock Display

The D.E. teacher-coordinator will have the ability to use good display as a selling aid when he is able to:

1. C 3.0 Arrange stock in a selling department by color, size, style and price.
2. C 3.0 Utilize selling space with volume or best selling merchandise.
3. C 3.0 Rotate coded merchandise to front display space.
4. C 4.0 Select the best location and arrangement for stock.
5. A 2.0 Accept responsibility for helping with the display of merchandise.

B. Stock Care

The D.E. teacher-coordinator will have the ability to relate stock care to successful selling when he is able to:

1. C 3.0 Perform housekeeping duties necessary for proper stock care.
2. C 4.0 Discover low-stock items so that fixtures can be refilled.
3. A 2.0 Assume responsibility for informing the buyer of items not in stock for which customers ask.
4. A 3.0 Feel that stocks which are kept fresh and neat are a true asset during a sale.
5. A 3.0 Feel that clean, orderly counters and fixtures are a method of stimulating sales.

DISPLAY AREA

I. Purposes of Display

The D.E. teacher-coordinator will have the ability to formulate a concept concerning the role of display in merchandising when he is able to:

1. C*1.0 Recall the purpose of display.

2. A 2.0 Accept good display as a means of creating prestige, obtaining publicity, educating the public, introducing new styles, showing new uses for goods and building goodwill.

3. A 1.0 Recognize that displays tied in with local activities or seasonal events will create a favorable impression in the community

4. A 3.0 Value the role that good display has in the volume movement of goods.

II. Planning and Preparation

The D.E. teacher-coordinator will have the ability to weigh the importance of the planning and preparation necessary for effective display when he is able to:

1. C 2.0 Schedule and feature merchandise in displays at the same time it is being advertised.

2. C 5.0 Visualize in advance, display arrangements for special events such as fashion shows and store-sponsored Christmas parades.

3. C 5.0 Plan and develop major or seasonal storewide display themes.

4. C 5.0 Organize a system of filing display records and results that can be used later as idea stimulators.

5. A 2.0 Accept that the preparation for and setting up of displays must be in compliance with store promotional policies.

III. Rules and Principles

The D.E. teacher-coordinator will have the ability to incorporate certain rules and principles into good display when he is able to:

1. C 4.0 Select merchandise for display that is seasonal and timely.

2. A 3.0 Feel that the more customer exposure merchandise has the more sales it should produce.

3. A 3.0 Feel that window displays should feature merchandise in which the public has demonstrated an interest.

4. A 3.0 Value displays that reflect the character of the store.

IV. Merchandise Information

The D.E. teacher-coordinator will have the ability to relate the importance of adequate merchandise information to display when he is able to:

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

1. C 2.0 Interpret current fashion and merchandise information necessary for effective and timely display.

2. C 3.0 Apply current fashion and merchandise information to effective display.

3. C 5.0 Develop displays that feature merchandise as it will be used.

V. Aid to Selling

The D.E. teacher-coordinator will develop a sense of value concerning display as an aid to selling when he is able to:

1. C 3.0 Handle customer requests for merchandise on mannequins or in display windows.

2. C 3.0 Use special displays to help balance overstock conditions without necessarily marking down merchandise.

3. C 5.0 Create displays that encourage customers to select merchandise themselves.

4. A 3.0 Feel that effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.

5. A 3.0 Feel that good display of merchandise helps develop a customer's interest.

VI. Technical Aspects

The D.E. teacher-coordinator will have the ability to integrate technical elements into effective display when he is able to:

1. C 4.0 Select the best arrangment of merchandise in window or interior displays.

2. C 5.0 Design displays with proper color, harmony, rhythm, balance and proportion.

3. C 5.0 Prepare displays with backgrounds that will enhance, not detract from, the merchandise being displayed.

4. C 5.0 Incorporate display-lighting techniques into effective display.

VII. Space and Location

The D.E. teacher-coordinator will have the ability to appraise the importance of space and location to effective display when he is able to:

1. C 3.0 Use related item or logical grouping display to make it easier for the customer to shop.

2. C 6.0 Decide on locations outside of selling departments to display merchandise for additional exposure to customers.

3. C 6.0 Decide which are the best selling locations within a store or department to place displays.

4. A 3.0 Feel that merchandise should be alloted display space based on its sales volume.

VIII. Display Fixtures

The D.E. teacher-coordinator will have the ability to judge the importance of various fixtures to display when he is able to:

1. C 2.0 Identify the uses which can be made of various display fixtures.
2. C 3.0 Use manufacturers' display aids with discretion.
3. C 3.0 Dress mannequins for displays.
4. C 4.0 Select the display fixture best suited to the merchandise being displayed.
5. A 3.0 Feel strongly that display supplies and fixtures must be representative of the store's image.

IX. Point-of-Sale Signs

A. Lower Level

The D.E. teacher-coordinator will have the ability to use point-of-sale signs as sales stimulators when he is able to:

1. C 1.0 Describe the uses of show cards as "silent salesmen."
2. C 2.0 Recognize good point-of-sale sign copy.
3. C 2.0 Indicate the procedures for having point-of-sale signs printed.
4. C 3.0 Use price cards to show the price of merchandise being shown.

B. Higher Level

The D.E. teacher-coordinator will have the ability to develop display signs when he is able to:

1. C 3.0 Letter a simple sign.
2. C 5.0 Develop display signs for self-selection fixtures with key features and selling price of the merchandise.
3. C 5.0 Design a simple sign.
4. C 5.0 Develop copy for point-of-sale signs.

X. Housekeeping Duties

The D.E. teacher-coordinator will have the ability to relate certain housekeeping duties to effective display when he is able to:

1. C 3.0 Use those housekeeping procedures necessary for proper upkeep of department displays.
2. C 3.0 Dismantle displays to avoid damaging either merchandise or fixtures.
3. C 5.0 Rearrange interior displays of merchandise from which merchandise has been sold.

4. A 3.0 Feel that clean display windows enhance the merchandise being shown.

5. A 4.0 Relate the negligence of returning display merchandise to selling departments with increasing inventory shortages.

ADVERTISING AREA

I. Purposes of Advertising

The D.E. teacher-coordinator will understand the uses and the purposes of advertising when he is able to:

1. C*1.0 Recall the marketing view of advertising.
2. C 1.0 Recall the uses of promotional and institutional advertising.
3. C 1.0 Identify the purposes of advertising.
4. A 1.0 Appreciate advertising in its role as mass seller.
5. A 1.0 Recognize that advertising helps build customer loyalty and increases sales volume for a business.

II. Ad Planning and Budgeting

The D.E. teacher-coordinator will weigh the significance of the planning expense involved in advertising preparation when he is able to:

1. C 4.0 Select merchandise for advertising that is seasonal and timely.
2. C 4.0 Analyze past advertisements for their effectiveness and for guidance in planning future ads.
3. C 5.0 Prepare an advertising budget and schedule that will apportion ad money for its most effective use.
4. C 5.0 Organize an advertising program that will best serve the needs of all divisions of the business.
5. C 6.0 Evaluate the effectiveness of advertising in terms of sales and costs.
6. A 3.0 Believe that advertising plans and schedules should be based on factual information and sound judgment.

III. Media

The D.E. teacher-coordinator will have the ability to assess the importance of various media to effective advertising when he is able to:

1. C 2.0 Distinguish the types of media available for advertising.
2. C 4.0 Analyze the relative cost of advertising in various media.
3. A 4.0 Select advertising media best suited to the product, merchandise or service being advertised.
4. C 6.0 Evaluate the effectiveness of various advertising media for merchandise being advertised.

IV. Ad Layout

The D.E. teacher-coordinator will have the ability to incorporate the elements of written advertising into an advertising layout when he is able to:

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

1. C 1.0 Recall how the parts of written advertising function.

2. C 2.0 Select an appropriate ad illustration.

3. C 3.0 Write advertising copy.

4. C 4.0 Select type which compliments the merchandise being advertised.

5. C 5.0 Create an attention-getting advertising headline.

V. Brand Names, Slogans, Private Brands, Trademarks

The D.E. teacher-coordinator will have the ability to appraise the significance of brand names and slogans when he is able to:

1. C 2.0 Associate products, services, and businesses with certain brand names, private brands, trademarks or slogans.

2. C 3.0 Use brand names and private brands to create interest and desire in customers.

3. C 5.0 Create a trademark or slogan that customers will associate with one business, service or product.

4. C 6.0 Judge the importance of brand names and slogans in creating customer preference and establishing a company or product in the public mind.

5. A 3.0 Feel strongly that trademarks and slogans can create a desirable image for a business.

VI. Coordination of Advertising and Selling

The D.E. teacher-coordinator will have the ability to relate the importance of advertising information to effective selling when he is able to:

1. C 5.0 Incorporate information from an advertisement during a sale.

2. A 2.0 Assume that a knowledge of competitor's advertised merchandise is beneficial in selling one's own merchandise.

3. A 2.0 Accept the responsibility for obtaining facts about advertised merchandise in order to sell it.

4. A 2.0 Accept advertising as a form of preselling.

5. A 3.0 Feel that although the ultimate goal of advertising is to sell goods, the salesperson usually must complete the sale.

VII. Coordination of Advertising and Other Sales Promotion Activities

The D.E. teacher-coordinator will have the ability to weigh the importance of coordinating other sales promotion activities with advertising when he is able to:

1. C 2.0 Interpret sales promotion activities to involved personnel.

2. C 5.0 Coordinate the activities of advertising and display departments to develop effective promotions.

3. C 5.0 Coordinate national or chain advertising with in-the-business sales promotion activities.

4. C 6.0 Select appropriate special events for attracting customers into the business.

5. A 3.0 Feel that advertising should be supplemented by attractive displays and an efficient sales force.

VIII. Publicity Media and Devices

The D.E. teacher-coordinator will develop a sense of value concerning the role publicity plays in a business's image when he is able to:

1. C 2.0 Interpret information with news interest to the press, taking advantage of publicity stories.

2. C 3.0 Adopt those merchandising aids and sales improvers such as money games and premiums to a business.

3. A 1.0 Recognize that product demonstrations or free merchandise samples are valuable forms of promotion.

4. A 2.0 Respond to the idea that some of the best promotion for a business comes from publicity stories.

5. A 3.0 Value the results of effective "word-of-mouth" advertising conveyed by satisfied customers.

IX. Employee's Responsibility Regarding Advertising

The D.E. teacher-coordinator will have the ability to assess the employee's responsibility toward advertising when he is able to:

1. C 3.0 Handle mail and telephone orders in response to ads.

2. C 3.0 Inform customers of the location of advertised merchandise within a store.

3. C 4.0 Check advertising proofs for corrections, omissions and additions.

4. A 3.0 Believe that newspaper advertising must be read to keep informed of the advertising done by one's own store and its competitors.

COMMUNICATIONS AREA

I. Written Communications

The D.E. teacher-coordinator will perceive the necessity for clearly written communications when he is able to:

1. C*2.0 Interpret written communications in forms and reports.
2. C 3.0 Write purchase orders legibly so that errors in quantities, shipping and pricing information can be eliminated.
3. C 3.0 Write saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.
4. C 3.0 Write informative and effective business letters.
5. C 5.0 Compose grammatically correct, attention-getting advertising copy.

II. Communications Regarding Policies

The D.E. teacher-coordinator will have the ability to assess the need for clear communications regarding policies and procedures when he is able to:

1. C 2.0 Interpret management's policies to employer and employees' problems to management.
2. A 2.0 Assume responsibility for interpreting company policies to new customers, new employees and new vendors.
3. A 3.0 Feel that grievances within the organization can be controlled by giving employees timely information.

III. Training Communications

The D.E. teacher-coordinator will have the ability to relate the role of training to successful communications when he is able to:

1. C 3.0 Conduct effective department employee meetings.
2. C 3.0 Assist with training or teaching others.
3. A 1.0 Realize that department or store-wide meetings are a good way to keep others informed of promotions, changing methods and operating picture.

IV. Technical Vocabulary

The D.E. teacher-coordinator will have the ability to assess the value of an adequate technical vocabulary when he is able to:

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

1. C 2.0 Translate technical words concerning an item of merchandise into the customer's language.

2. C 3.0 Use the terminology of distribution.

3. C 5.0 Develop descriptive phrases to be used in selling merchandise.

4. C 6.0 Select descriptive words suitable to the merchandise or service being sold.

5. C 6.0 Determine the situations in which to use a technical language or commonly understood language.

V. Speech and Vocabulary

The D.E. teacher-coordinator will have the ability to formulate a concept concerning the effective use of speech and vocabulary in business when he is able to:

1. C 3.0 Speak clearly and effectively.

2. A 3.0 Feel that simplicity and clarity are desirable traits in a business vocabulary.

3. A 3.0 Believe that poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.

4. A 3.0 Feel that the ability to communicate skillfully in good English is essential to a person's business advancement.

VI. Communications with Customers

The D.E. teacher-coordinator will perceive the need for clear communications with customers when he is able to:

1. C 2.0 Interpret monthly billing statements to customers.

2. C 2.0 Interpret store policies to customers.

3. C 3.0 Offer information to satisfy customer inquiries.

4. C 3.0 Listen attentively to customers' names and addresses when filling out written forms.

5. A 2.0 Respond to customers in a business-like manner.

6. C 2.0 Translate technical information into customer-benefit language.

VII. Telephone Communications

The D.E. teacher-coordinator will develop a sense of value concerning the use of the telephone for successful business when he is able to:

1. C 1.0 Identify the factors involved in proper telephone etiquette.

2. C 3.0 Use the telephone correctly and effectively.

3. A 1.0 Recognize the differences that exist in communications used in telephone selling as compare to face-to-face selling.

4. A 3.0 Feel that successful telephone usage in business depends on the "art of listening."

VIII. Spoken Communications

A. Important Tool in Distributive Occupations

The D.E. teacher-coordinator will develop a belief that the "spoken word" is an important tool of the trade in distributive occupations when he is able to:

1. C 3.0 Use gestures to reinforce product or service information provided.

2. C 3.0 Convey spirit and enthusiasm in one's speech.

3. A 3.0 Feel that the tone of voice can express sincere welcome, eagerness to be of service and enhance the value of merchandise described.

4. A 3.0 Value correct enunciation and pronunciation in speaking.

5. A 3.0 Believe that the voice is an important medium through which selling is accomplished.

B. The Need For Clarity in Spoken Communications

The D.E. teacher-coordinator will develop a sense of value concerning clarity in spoken communications when he is able to:

1. C 3.0 Speak so that correct interpretation can be made by individual listeners.

2. A 1.0 Realize that certain thoughtlessly used terms or words can be misinterpreted by the listener.

3. A 1.0 Realize that interpretations of spoken communications vary with different people.

IX. Mangement - Employee Communication

The D.E. teacher-coordinator will formulate a concept concerning communication as a two-way process between management and employees when he is able to:

1. C 2.0 Interpret to management the progress of a certain department, system or function within the store.

2. C 3.0 Suggest changes to management.

3. C 3.0 Convey directions and instructions clearly to employees.

4. A 3.0 Believe that communications between the various departments and divisions within a business will result in a more efficient operation with mutual benefits to all.

5. A 3.0 Believe that an important phase of management's responsibility in an organization is communication.

X. Communications Between Businesses

The D.E. teacher-coordinator will develop a sense of value concerning good relationships among competing businesses when he is able to:

1. A 2.0 Participate in trade associations in order to learn of trends and advanced methods in business operations.

2. A 3.0 Feel that active membership and participation in the activities of trade associations provides excellent opportunities for learning of trends and advanced methods in business operations.

3. A 3.0 Believe that business organizations should cooperate to improve the image of the industry in the minds of teachers, students, legislators and the general public.

XI. Communications in Assigning Work

The D.E. teacher-coordinator will have the ability to formulate a belief that communications in assigning work means a constant striving for clarity when he is able to:

1. C 1.0 Recall the ways to assign duties and delegate authority.

2. C 3.0 Communicate with others in order to motivate them to work willingly.

3. C 4.0 Determine the best method for assigning duties and delegating authority so that everything is completely clear.

4. A 1.0 Realize that even in the most skillfully constructed communications misinterpretations will develop.

XII. Communications Through Business Publications and Trade Journals

The D.E. teacher-coordinator will have the ability to appraise the value in keeping abreast of certain business publications and trade journals when he is able to:

1. A 2.0 Engage in reading trade and business journals and publications to keep abreast of fashion information, product knowledge and business trends.

2. A 3.0 Believe that an intra-store news medium is an excellent way to keep employees informed of changing policies.

3. C 5.0 Assemble data on a particular retailing or distributive topic, using authorities in the field.

4. C 6.0 Evaluate the effective in-store and advertising techniques of competitors to improve the store's promotional effectiveness.

XIII. Communicating Business Image

The D.E. teacher-coordinator will have the ability to evaluate the necessity for making the public aware of the business image when he is able to:

1. C 1.0 Describe the benefits derived from keeping the public aware of business's image.

2. C 5.0 Formulate means of keeping the public aware of a business's image.

3. A 1.0 Realize that first impressions are important to the business and last impressions are longest remembered.

4. A 3.0 Believe that nothing is quite so important or contagious as enthusiasm--for the store, for the merchandise and for customers.

MATHEMATICS

I. Basic Mathematical Skills

The D.E. teacher-coordinator will develop a feeling concerning the need for developing basic mathematical skills when he is able to:

1. C*2.0 Translate percentages with accuracy.
2. C 3.0 Add columns of figures accurately.
3. C 3.0 Multiply and extend figures with accuracy.
4. C 3.0 Use percentages with accuracy.
5. C 3.0 Use mathematical skills up to and including first degree algebraic expressions.

II. In the Selling Process

The D.E. teacher-coordinator will have the ability to relate accuracy in mathematical procedures to an efficient selling process when he is able to:

1. C 4.0 Compute such items as delivery charges, taxes, and discounts when writing out and totaling saleschecks.
2. C 4.0 Determine the price of merchandise being purchased in a lesser quantity than that originally multiple-priced.
3. C 5.0 Calculate accurately the exact amount of a customer's purchase.
4. A 3.0 Feel that accurate change-making is necessary to efficient selling.
5. A 3.0 Feel that the accurate totaling of a customer's purchase prevents inventory shortages and promotes customer confidence.

III. Cash Register and Change-Making

The D.E. teacher-coordinator will have the ability to assess the importance of careful and efficient cash register usage and money handling when he is able to:

1. C 3.0 Correct cash register errors on proper forms.
2. C 3.0 Balance cash drawers against cash register readings.
3. C 3.0 Use a cash register correctly.
4. C 5.0 Prepare cash drawers for check-out registers allowing quantities for change and bills needed for various traffic periods.
5. A 3.0 Feel that careful use of cash register will reduce inventory and money shortages.

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IV. Markup and Price Lines

The D.E. teacher-coordinator will perceive the role of markup in profitable merchandising when he is able to:

1. C 3.0 Set prices on goods and services that will cover the cost of operation and yield a profit.

2. C 3.0 Figure retail prices for items of merchandise when quoted cost prices.

3. C 4.0 Compute markup percent.

4. C 6.0 Decide into which retail price line an item of merchandise should go when quoted its cost price.

5. A 3.0 Feel that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.

V. Open-to-Buy

The D.E. teacher-coordinator will develop the feeling that open-to-buy is a useful guideline for merchandising a department profitably when he is able to:

1. C 4.0 Compute open-to-buy.

2. C 4.0 Analyze an "open-to-buy" to learn of over-bought conditions or money available for buying.

3. A 2.0 Comply with the department or store open-to-buy.

VI. Turnover and Stock-to-Sales Ratio

The D.E teacher-coordinator will have the ability to relate turnover and stock-to-sales ratio to profitable merchandising when he is able to:

1. C 4.0 Compute stock-to-sales ratios.

2. C 4.0 Compute turnover.

3. C 5.0 Maintain a store's stocks in close relationship to sales by using stock-to-sales ratios.

4. C 5.0 Visualize the effects of various turnover rates on operating profits.

5. C 6.0 Determine the effect of turnover on operating profits.

VII. Merchandise Buying Plans

The D.E. teacher-coordinator will have the ability to relate the use of exact mathematics to efficient merchandise buying plans when he is able to:

1. C 3.0 Use the mathematical factors necessary in setting up merchandise buying plans.

2. A 3.0 Feel that merchandise buying plans serve as guidelines for profitable operations.

VIII. Invoices - Terms and Dating

The D.E. teacher-coordinator will have the ability to relate certain terms and dating to profitable merchandising when he is able to:

1. C 2.0 Interpret trade and quantity discounts offered by manufacturers.
2. C 4.0 Determine billed costs of merchandise by computing trade and quantity discounts.
3. C 6.0 Determine the most beneficial discounts and dating when buying and writing orders.
4. A 2.0 Appreciate the effect of trade and quantity discount amounts on ultimate retail prices.
5. A 2.0 Accept responsibility in selecting the most beneficial discounts and dating when buying and writing orders.

IX. Stock Control Records

The D.E. teacher-coordinator will have the ability to relate the importance of accurate stock control records to efficient merchandising when he is able to:

1. C 3.0 Maintain mathematically correct stock control records.
2. C 3.0 Post such items as prices, styles, codes, sales, markdowns, and merchandise returns correctly into stock control records.
3. C 3.0 Adjust pricing errors on merchandise price tickets.
4. C 3.0 Record pricing error adjustments into price change records.
5. C 4.0 Summarize information from stock control records.
6. C 4.0 Recognize pricing errors on merchandise price tickets.

X. Retail or Cost Method of Inventory

The D.E. teacher-coordinator will have the ability to appraise the usefulness of retail and/or methods of inventory when he is able to:

1. C 1.0 Define gross margin.
2. C 2.0 Distinguish between gross sales and net sales.
3. C 4.0 Analyze the factors involved in the retail and/or cost method of inventory.
4. C 4.0 Compute the dollar figures or percentages for various factors in the retail and/or cost method of inventory.
5. A 1.0 Be aware that gross margin should cover operating expenses and provide a percentage of profit.

XI. Profit and Loss Statements

The D.E. teacher-coordinator will have the ability to judge the value of profit and loss statements for guidance in improving operating performance when he is able to:

1. C 1.0 Describe a store's operating expenses.

2. C 2.0 Interpret a profit and loss statement for a distributive business.

3. C 2.0 Estimate the break-even point for a department.

4. C 4.0 Analyze the effect of various operating expenses on profitable operation.

5. C 4.0 Analyze the statistics provided in a profit and loss statement.

XII. Mathematical Aids

The D.E. teacher-coordinator will have the ability to determine the usefulness of certain mathematical aids to distributive workers when he is able to:

1. C 2.0 Interpret self computing scales that speed up mathematical procedures such as tax computation charts.

2. C 2.0 Interpret the data in charts and graphs.

3. C 4.0 Analyze pertinent factors from a statistical or written report.

4. A 1.0 Realize the value of self computing scales that speed up mathematical procedures.

HUMAN RELATIONS AREA

I. Working Conditions - Human Relations

The D.E. teacher-coordinator will have the ability to weigh the implications of working conditions on good human relations when he is able to:

1. C*3.0 Correct grievances among employees.
2. C 4.0 Detect grievances among employees.
3. C 5.0 Maintain adequate personnel records.
4. A 3.0 Feel that a supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.
5. A 3.0 Feel strongly that properly kept personnel records can create good employee relations and increase morale.
6. A 2.0 Recognize that periodic reviews of experiences with employees can stimulate needed improvement and create a feeling of well-being in those who are performing satisfactorily.

II. Business Policies - Human Relations

The D.E. teacher-coordinator will develop a strong feeling concerning the relationship of business policies and human relations when he is able to:

1. A 2.0 Accept and practice the planned policies and procedures of management.
2. A 3.0 Feel that the store's personnel policies are established for the benefit of the employee as well as the store.
3. A 3.0 Feel that employees will comply more readily with policies they understand.
4. A 3.0 Feel that personnel understand and comply more readily with policies and procedures which they have helped develop.

III. Morale

The D.E. teacher-coordinator will have the ability to relate good morale to high standards of work performance when he is able to:

1. C 2.0 Identify the factors which appear to affect employee morale.
2. C 4.0 Detect evidences of poor morale such as high personnel turnover, numerous grievances, increased absenteeism and tardiness and restriction of output.

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3. C 5.0 Build morale in employees.

4. A 3.0 Feel that employee morale is a primary responsibility of management.

5. A 3.0 Feel strongly that employee morale is influenced by the supervisor's attitude.

6. C 3.0 Keep the employee apprised of his performance and areas of improvement.

IV. Self-Analysis

A. Relationships with Others

The D.E. teacher-coordinator will have the ability to relate personality factors and adjustment of personalities to human relations when he is able to:

1. C 2.0 Understand one's self.

2. C 3.0 Use helpful (constructive) criticism as a character-building element.

3. C 5.0 Develop personality traits necessary for successful job performance.

4. A 1.0 Be aware that understanding others and one's self is basic to working harmoniously together.

5. A 4.0 Relate the practice of self-analysis to working harmoniously with others.

B. Good Grooming and Good Health

The D.E. teacher-coordinator will have the ability to relate good grooming and good health to productive job performance when he is able to:

1. C 3.0 Dress appropriately for the job.

2. C 5.0 Maintain a well-groomed appearance.

3. C 5.0 Maintain good health for effective job performance.

4. A 3.0 Believe that employee poise, courtesy, attractiveness and competence give the customer a feeling of security.

5. A 3.0 Feel that good personal appearance helps create effective customer impressions.

C. Personality Traits

The D.E. teacher-coordinator will have the ability to incorporate certain personality traits desirable in business when he is able to:

1. C 3.0 Demonstrate initiative and creativity.

2. C 3.0 Generate enthusiasm toward people.

3. C 3.0 Adjust to change.

4. C 4.0 Maintain self-control during trying situations.

5. A 3.0 Believe that a positive attitude is reflected in one's work.

V. Interdependence of Groups

The D.E. teacher-coordinator will develop a belief that human relations involves a balanced interdependence among business associates when he is able to:

1. C 2.0 Recognize the accomplishments of others.

2. C 3.0 Show an interest in others.

3. C 5.0 Maintain harmonious relationships with fellow employees, supervisors and management.

4. A 3.0 Feel that next to job performance, human relations is an employee's greatest responsibility.

5. A 3.0 Believe that the worker's satisfactory job performance includes not only what he does, but also how he influences other people.

VI. Management's Role in Human Relations

The D.E. teacher-coordinator will have the ability to relate effectiveness as a leader in obtaining results through other people when he is able to:

1. C 2.0 Explain instructions clearly to someone selected to do a job.

2. C 4.0 Select the right person to do a job.

3. C 5.0 Formulate beneficial objectives toward which supervisors can encourage employees to work.

4. A 3.0 Believe that a supervisor should set an example of personal work habits and character which employees can emulate.

5. A 3.0 Feel that supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives.

6. C 3.0 Seek to place or promote employees to jobs requiring their maximum ability.

VII. Customer Relations

The D.E. teacher-coordinator will have the ability to relate the values of good customer relations to successful business when he is able to:

1. C 2.0 Describe ways to handle difficult customers.

2. C 3.0 Adapt to the personality and needs of customers.

3. C 4.0 Detect the thin line between "friendliness" and "familiarity" which must not be overstepped when serving customers.

4. A 3.0 Believe that it is the feeling of being a valued patron that converts occasional customers into regular guests.

5. A 3.0 Feel that difficult customers must be handled tactfully.

VIII. Results of Effective Human Relations

The D.E. teacher-coordinator will have the ability to relate the values of good customer relations to successful business when he is able to:

1. C 3.0 Apply effective human relations to obtain results through other people.

2. A 1.0 Recognize that good human relations helps increase production by stimulating interest and creativeness in employees.

3. A 2.0 Accept the responsibility of getting results through people by practicing effective human relations.

4. A 3.0 Feel strongly that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.

IX. Public Relations

The D.E. teacher-coordinator will develop a sense of value concerning public relations when he is able to:

1. C 3.0 Avoid misrepresentations of people, products, and policies.

2. C 3.0 Represent the business favorably to customers and outside business associates.

3. A 3.0 Believe that the store's participation in local community events usually creates goodwill toward the store from the public.

4. A 4.0 Relate good human relations within a company to good public relations.

5. A 1.0 Recognize that running an efficient store with good assortments of merchandise at prices customers want to pay is good public relations.

X. Working Environment

The D.E. teacher-coordinator will have the ability to evaluate the importance of a pleasant working environment when he is able to:

1. C 2.0 Indicate the factors which stimulate a pleasant working environment.

2. C 5.0 Develop and maintain a pleasant working environment.

3. C 5.0 Build sound working relationships in "forced" associations.

4. C 5.0 Maintain an objective point of view in problem situations.

5. C 3.0 Use supervisory techniques which avoid creating tension in the employee-employer relationships.

XI. Principles of Motivation

The D.E. teacher-coordinator will have the ability to apply the principles of motivation when he is able to:

1. C 1.0 Define motivation.

2. C 3.0 Motivate others for top performance.

3. A 1.0 Realize that human dignity is closely connected with motivation.

4. A 3.0 Believe that motivation is closely connected with communication.

XII. Employees' Business Contributions

The D.E. teacher-coordinator will develop a sense of value concerning employees' contributions to business when he is able to:

1. C 5.0 Capitalize on the maximum talents and attributes of employees both to their benefit and that of the business's.

2. C 6.0 Evaluate the abilities, interest and performance of employees in relation to possible advancement.

3. A 2.0 Assume responsibility for evaluating the abilities, interest and performance of employees in relation to possible advancement.

4. A 3.0 Believe that employees' ideas often prove beneficial when incorporated into business operations.

5. C 5.0 Stimulate the development of employees by counseling on areas of effort which can be improved.

OPERATIONS AND MANAGEMENT AREA

I. Personal Organization

The D.E. teacher-coordinator will have the ability to appraise the worth of personnel organization when he is able to:

1. C*1.0 Define personnel organization.
2. C 2.0 Explain the purposes of a personnel organization.
3. C 2.0 Identify types of typical personnel organizations used by different size business operations.
4. C 3.0 Follow lines of authority set forth by a personnel organization.
5. A 3.0 Feel that a personnel organization chart, by showing lines of authority, can be an aid in maintaining good morale.
6. C 2.0 Understand the importance of personnel organization in producing profit.

III Store Arrangement

The D.E. teacher-coordinator will have the ability to plan departments and store merchandise arrangements in relation to floor space expense, potential sales and profits when he is able to:

1. C 1.0 Recall the factors which influence store arrangement and lay-out.
2. C 2.0 Describe why impulse and convenience goods are located on lower floors or near the entrance while staple or shopping goods are located to the back or on upper floors.
3. C 2.0 Indicate the ways to develop department or store merchandise arrangements in relation to floor space expense, potential sales and profits.
4. C 5.0 Perceive the influence of store arrangement on efficient and profitable operation.
5. C 4.0 Recognize operations that have utilized good principles of store merchandise arrangements.

III. Department Layout and Stock Arrangement

The D.E. teacher-cooodinator will have the ability to organize stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards and permit ease of restocking.

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used. this designates the level of the affective domain in which this objective is classified.

1. C 1.0 Recall the factors that influence department arrangement.

2. C 5.0 Integrate quantities of items stocked, floor locations, and size of display space in order to maximize net profit.

3. A 3.0 Feel that profit contributions of products should be a determining factor in featuring and allocating prime display space and locations.

4. A 3.0 Feel that consumer buying motivations are helpful in planning department display space allocation.

5. A 4.0 Relate department layout and stock arrangement to increased productivity.

IV. Store Policies

The D.E. teacher-coordinator will have the ability to judge the effect of policies on operations and personnel when he is able to:

1. C 2.0 Interpret store policies and procedures to employees.

2. C 5.0 Propose those store policies that will be most beneficial to the profitable operation of the business and to store personnel.

3. A 3.0 Feel that management, supervisors and employees require a framework of policies and procedures within which to operate.

4. A 3.0 Believe that management should be fair with the formulation of every policy and practice.

V. Personnel Management

A. Evaluating Employees

The D.E. teacher-coordinator will perceive that employee evaluation is necessary for increased job performance when he is able to:

1. C 2.0 Identify evaluative criteria.

2. C 2.0 Describe the use of personnel records in analyzing and supervising employees' work.

3. C 3.0 Evaluate employees according to store policies.

4. C 5.0 Establish standards of performance for various jobs.

5. A 3.0 Feel that standards of performance must be established if employee efficiency is to be evaluated.

B. Scheduling Employees

The D.E. teacher-coordinator will have the ability to relate employee morale and payroll savings to careful employee scheduling when he is able to:

1. C 3.0 Effectively schedule employee working hours, lunch hours, and reliefs.

2. C 5.0 Maintain high employee morale and work performance by carefully scheduling workloads.

C. Work Conditions

The D.E. teacher-coordinator will have the ability to evaluate satisfactory working conditions when he is able to:

1. C 1.0 Describe elements in a working environment that provide a reasonably worry-free atmosphere.

2. C 2.0 Explain factors that help employees develop a sense of pride and worthwhileness in their own work.

3. C 5.0 Create a working atmosphere where an employee can develop a feeling of pride in his company and worthwhileness of his work.

4. A 3.0 Believe that employees should have a part in planning activities which affect their working conditions.

5. A 3.0 Believe that each employee should be made to feel his efforts are really appreciated.

D. Wage Payment

The D.E. teacher-coordinator will have the ability to design wage schedules and job classifications best suited to a business when he is able to:

1. A 3.0 Feel that wage schedules and job classifications are necessary to a progressive business.

2. A 3.0 Feel that adequate wage schedules and job classifications are necessary for adherence to union contracts.

3. A 3.0 Believe that salaries, commissions, bonuses and quotas have a direct influence on customer treatment and interpersonal relations of personnel.

4. A 4.0 Relate carefuly study of wage schedules and job classifications to good personnel management.

VI. Employment Function

A. Employment Policies

The D.E. teacher-coordinator will have the ability to evaluate the need for policies regarding employment when he is able to:

1. C 2.0 Understand the qualifications stores set up for recruiting and hiring new employees.

2. C 6.0 Determine when additional or fewer employees are needed to accomplish desired business objectives.

3. A 1.0 Be alert to promotional and transfer possibilities among store personnel in successfuly filling job vacancies.

4. A 2.0 Comply with state and local laws regulating the hiring of minors, the use of women for certain jobs, wages and hours, and health examinations.

5. A 3.0 Feel that a program for recruitment and development of future managerial personnel should be a part of every business.

6. C 5.0 Create qualifications for recruiting and employing new employees.

B. Interviewing Procedures

The D.E. teacher-coordinator will perceive that job applicants should be hired who will best carry out business objectives when he is able to:

1. C 2.0 Explain information to job applicant concerning the business--its operation and policies.

2. C 3.0 Apply the qualifications stores set up for hiring new employees.

3. C 4.0 Analyze information obtained from a job applicant.

4. C 6.0 Select those persons who are physically, mentally and emotionally qualified for employment.

VII. Training

A. Orientation

The D.E. teacher-coordinator will have the ability to relate adequate employee orientation to increased work production when he is able to:

1. C 2.0 Identify ways to efficiently orient new employees.

2. C 3.0 Orient new employees.

3. C 5.0 Create job orientation for new employees that is friendly, skillful and adequate.

4. C 6.0 Determine whether new employees should be retrained, transferred or released.

B. Management Training

The D.E. teacher-coordinator will have the ability to weigh the importance of management training when he is able to:

1. A 2.0 Assume responsibility for training assistant managers.

2. A 3.0 Believe that time spent training assistant managers is worthwhile to the future of the business.

3. A 3.0 Feel that in preparation for management responsibilities trainees must be willing to work and train in various capacities within a store operation.

C. Types of Training

The D.E. teacher-coordinator will have the ability to select the most effective method of training for various situations when he is able to:

1. C 3.0 Conduct effective employee training meetings.

2. C 3.0 Identify various methods of training.

3. C 5.0 Promote group effort and spirit by conducting periodic store or division employee meetings.

4. A 2.0 Assume responsibility for the individual or group training of salespeople.

5. A 3.0 Feel that training courses offered by suppliers and manufacturers are an excellent way to train and update the knowledge and abilities of employees.

D. Management's Responsibility Toward Training

The D.E. teacher-coordinator will develop the belief that efficient workers and a smoothly functioning organization are outcomes of training when he is able to:

1. C 3.0 Provide employees with adequate training.

2. C 4.0 Follow up on the effectiveness of employee training.

3. A 2.0 Accept responsibility for providing job knowledge and incentive through training.

4. A 3.0 Believe that it is management's responsibility for providing job knowledge and incentive through training.

5. A 3.0 Believe that a good supervisor must also be an effective teacher or trainer.

VIII. Store Maintenance

The D.E. teacher-coordinator will develop a feeling that a well-kept store is a primary means of attracting and holding business when he is able to:

1. C 2.0 Explain the functions of store maintenance.

2. C 3.0 Properly handle and care for store equipment and facilities.

3. A 3.0 Feel that proper care of store equipment can help prevent accidents.

IX. Storage

The D.E. teacher-coordinator will have the ability to distinguish among the various kinds of storage when he is able to:

1. C 1.0 Define the term storage.

2. C 2.0 Describe the various kinds of storage.

3. C 2.0 Explain the reasons for storage.

4. C 2.0 Identify the duties of a reserve stock division.

5. C 6.0 Select the kind of storage best suited for a particular kind of merchandise or department.

X. Wrapping and Packing

The D.E. teacher-coordinator will have the ability to relate wrapping and packing to efficient operation and satisfied customers when he is able to:

1. C 2.0 Describe the importance of properly locating wrapping and packing units, selecting special equipment and supplies.

2. C 2.0 Describe the purposes of prepackaging.

3. C 2.0 Explain the methods used to wrap or pack merchandise purchased.

4. C 6.0 Select the best location, equipment, and supplies for wrapping and packing.

5. A 3.0 Feel that personnel must be properly trained for adequate wrapping and packing.

XI. Customer Services and Facilities

The D.E. teacher-coordinator will have the ability to incorporate certain innovations into improving customer services and facilities.

1. C 1.0 Identify the kinds of customer services and facilities stores offer.

2. C 6.0 Determine whether customer services offered are profit-producing.

3. A 3.0 Feel that customer services and facilities build customer goodwill and help increase sales.

4. A 3.0 Feel that customer services and facilities must be analyzed in terms of profit.

XII. Delivery

The D.E. teacher-coordinator will have the ability to weigh the influence of delivery on increased business and customer satisfaction when he is able to:

1. C 1.0 Indicate the types of delivery systems such as independently owned, central delivery, parcel post and express used by stores.

2. C 6.0 Select the type delivery system best suited for a particular retail operation.

3. A 3.0 Feel that efficient delivery service depends on accurate recording of transactions and careful promising of delivery dates.

4. A 3.0 Believe that deliery services help in promoting good public relations for a store.

XIII. Store Location

The D.E. teacher-coordinator will have the ability to weigh the importance of location to the success of a business when he is able to:

1. C 2.0 Identify the factors which influence the area and site location of retail stores.

2. A 1.0 Realize that location of a business influences the merchandise and/or services offered.

XIV. Factors Influencing Business Operations

The D.E. teacher-coordinator will perceive developments and trends which will affect present and future business operations when he is able to:

1. C 2.0 Predict how local and national economic factors may influence a business.

2. C 3.0 Apply state, federal and local laws concerning store operations.

3. C 4.0 Analyze the possible customer reactions to changes in the store's operations.

4. A 3.0 Feel that business hours should be adjusted to meet customer buying habits.

5. A 4.0 Weigh the necessity of certain business risks to improve operations and increase business.

XV. Store Protection

A. Protection of Merchandise, Property and Funds

The D.E. teacher-coordinator will have the ability to incorporate store protection measures when he is able to:

1. C 2.0 Describe policies and procedures for dealing with shoplifting.

2. C 4.0 Detect shoplifting and pilferage.

3. C 5.0 Maintain adequate records of merchandise to control shortages.

4. A 2.0 Accept responsibility for guarding against pilferage in order to protect property and profits.

5. A 2.0 Assume responsibility for cautiously accepting customers' personal checks.

B. Protection Against Accidents and Injury

The D.E. teacher-coordinator will develop a feeling that every business should take precautions against accidents and injuries when he is able to:

1. C 2.0 Explain how to take care of employees' and customers' accidents in a store.

2. C 3.0 Use safety precautions that can eliminate accidents while handling equipment.

3. A 2.0 Accept responsibility for supplying employees information concerning fire and safety regulations and procedures.

4. A 2.0 Accept responsibility for quickly clearing empty cases and cartons from aisles to prevent customer and employee accidents.

XVI. Credit Services

A. Advantages of Credit

The D.E. teacher-coordinator will have the ability to assess the importance of credit when he is able to:

1. C 1.0 Define the term credit.
2. C 2.0 Explain the advantages of credit to a business.
3. C 2.0 Explain the advantages of credit to customers.
4. A 3.0 Value credit as a selling tool.

B. Terms and Conditions

The D.E. teacher-coordinator will have the ability to distinguish among various credit plans, terms and conditions when he is able to:

1. C 1.0 Identify various credit plans available.
2. C 2.0 Explain terms and conditions usually associated with various credit plans.
3. C 2.0 Interpret credit policies to customers when opening accounts.
4. C 6.0 Evaluate credit policies and procedures in order to make changes or adjustments as needed.
5. A 3.0 Feel that salespeople must be supplied with credit information, especially changes in credit policies.

C. Credit Applications

The D.E. teacher-coordinator will perceive the need for the efficient processing of credit applications when he is able to:

1. C 2.0 Outline credit reference information vital to the store and the credit bureau.
2. C 3.0 Help a customer fill in a credit application.
3. C 4.0 Analyze a credit application for acceptance or rejection according to store requirements.

D. Billing Procedures

The D.E. teacher-coordinator will have the ability to describe the functions of billing when he is able to:

1. C 2.0 Describe how to handle and record customer payments of bills.
2. C 2.0 Interpret the store's billing procedures.
3. C 3.0 Send out billing statements according to the store's customer-billing operation.
4. C 2.0 Describe cycle billing.

E. Collection

The D.E. teacher-coordinator will have the ability to assess the need for carefully handling credit collections when he is able to:

1. C 2.0 Explain the purposes of collections.

2. C 2.0 Describe the procedures in dealing with slow-payers or noncollectable credit accounts.

3. C 2.0 Interpret a delinquent account to a customer keeping that person's goodwill.

4. C 3.0 Tactfully handle slow-payers or noncollectible credit accounts.

5. C 6.0 Determine when to take legal action with delinquent accounts.

XVII. Expenses and Control

A. Expense Planning

Tee D.E. teacher-coordinator will have the ability to assess the value of careful expense planning when he is able to:

1. C 5.0 Develop a business operating budget within which operations can be realistically controlled.

2. C 5.0 Plan and organize work by means of work force budget.

3. C 6.0 Evaluate the operations of similar businesses in an attempt to increase efficiency in one's own business operation.

4. C 6.0 Compare operating results against the business's planned operating budget.

B. Controlling Expenses

The D.E. teacher-coordinator will have the ability to evaluate the effect of expense control on profitable business operation when he is able to:

1. C 2.0 Explain methods for controlling expenses in order to provide the highest possible profit.

2. C 4.0 Analyze various situations to determine the most efficient way to accomplish a job.

3. A 1.0 Realize that expenses are an influential factor in operating profitably.

4. A 2.0 Assume responsibility for improving problem areas such as inventory shrinkage, high personnel turnover, high variable expenses and low margin.

5. A 3.0 Feel that small savings in some expense areas can mean a substantial gain in profits.

XVIII. Receiving and Marking

A. Shipping

The D.E. teacher-coordinator will have the ability to compare the various modes of transportation used in shipping merchandise from vendor to store when he is able to:

1. C 1.0 Define such terms as shipping, common carrier, vendor, and vendee.

2. C 1.0 Identify the various modes of transportation used in shipping merchandise from vendor to store.

3. C 2.0 Explain the responsibilities of vendors and vendees involved in various types of shipping transactions.

4. C 6.0 Determine the most economical transportation route for merchandise being shipped.

5. C 2.0 Explain the advantages of various modes of shipping merchandise from vendors to stores.

B. Receiving Merchandise

The D.E. teacher-coordinator will develop a feeling that efficiency is essential in receiving merchandise when he is able to:

1. C 1.0 Recall procedures used in processing incoming merchandise.

2. C 2.0 Describe the procedures in following through on non-delivered or lost merchandise.

3. C 2.0 Describe the procedures for filing claims for merchandise damages, shortages and overcharges on carriers or manufacturers.

4. C 2.0 Explain procedures for reporting and handling damaged merchandise.

5. A 1.0 Recognize that damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.

6. A 3.0 Feel that complete records should be kept of all incoming merchandise for store protection.

C. Checking and Marking

The D.E. teacher-coordinator will have the ability to weigh the necessity for an efficient checking and marking system when he is able to:

1. C 2.0 Describe the procedures involved in checking merchandise in against an invoice.

2. C 2.0 Describe how to operate price-marking machines.

3. C 2.0 Explain how to attach price tickets on various types of merchandise.

4. C 2.0 Describe the procedures for handling incorrect amounts of types of merchandise received.

5. C 6.0 Evaluate new developments in receiving, checking and marking methods and facilities in terms of their benefits to the store.

6. C 6.0 Decide what merchandise should be given priority in the checking and marking department.

D. Recordkeeping

The D.E. teacher-coordinator will have the ability to relate an accurate bookkeeping system to efficient receiving and marking when he is able to:

1. C 1.0 Define the terms used in connection with the merchandise receiving and marking process (buyer's order, invoice, apron, price code, blind check, direct check, receiving record, bill of lading, vendor and vendee).

2. C 2.0 Describe the bookkeeping and accounting process which accompanies the receiving and marking system.

E. Transfer of Stock

The D.E. teacher-coordinator will have the ability to summarize the procedures for intra-store transfers of stock when he is able to:

1. C 2.0 Explain how stock is transferred to branch stores or other departments, keeping it in good selling condition.

2. C 2.0 Explain how merchandise is transferred from the receiving dock to the proper selling or stock area.

F. Returns to Vendors

The D.E. teacher-coordinator will have the ability to describe the procedures for making returns of merchandise to vendors when he is able to:

1. C 1.0 Identify the reasons for returns of merchandise to vendors.

2. A 1.0 Realize that merchandise returns to vendors must be correctly recorded in inventory control records to prevent shortages.

PRODUCT AND/OR SERVICE TECHNOLOGY AREA

I. Merchandise Information in the Selling Process

The D.E. teacher-coordinator will have the ability to relate adequate merchandise or service information to efficient selling when he is able to:

1. C*2.0 Interpret product features in terms of benefits to customers.
2. C 2.0 Translate merchandise label information into selling points.
3. C 3.0 Use merchandise information as a tool for opening a sales conversation with a customer.
4. C 3.0 Use size, color, style and price information when selling merchandise.
5. A 3.0 Feel that merchandise information is necessary in order to answer a customer's questions satisfactorily.
6. A 1.0 Realize the importance of adequate merchandise knowledge in telephone selling.

II. Sources of Merchandise Information

A. Merchandise and Labels

The D.E. teacher-coordinator will have the ability to appreciate merchandise handtags, labels, etc., as sources of merchandise information when he is able to:

1. C 2.0 Interpret merchandise information found on the merchandise itself, handtags and labels, leaflets, box covers and price tags.
2. C 3.0 Use stamps, tags, wrappers, etc., attached to merchandise to help a customer buy intelligently.
3. C 3.0 Use the information found in merchandise directions or services guides when assembling a product or servicing goods.
4. A 1.0 Realize that labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.

B. Others

The D.E. teacher-coordinator will have the ability to judge the usefulness of various sources of merchandise information when he is able to:

1. C 3.0 Use trade journals to supplement product, service, merchandise and business trend information.
2. C 5.0 Visualize how merchandise information can be presented while handling and using merchandise.

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

3. A 2.0 Assume responsibility for training and retraining employees with product knowledge.

4. A 3.0 Feel that a familiarity with trade journals will supplement product, merchandise and service information.

5. A 3.0 Feel that customers, competitors, sales representatives, producers, fellow sales employees and supervisors are valuable sources of merchandise information.

III. Merchandise Facts Found in Advertising

A. Merchandise Information from Ads

The D.E. teacher-coordinator will have the ability to evaluate the usefulness of information gained from advertising when he is able to:

1. C 1.0 Identify the uses of advertising information to the salesperson.

2. C 3.0 Use merchandise information gained from an advertisement during a sale.

3. C 4.0 Detect useful merchandise information in advertisements.

4. C 6.0 Select merchandise information from advertisements needed in particular selling situations.

IV. Use of Merchandise

The D.E. teacher-coordinator will have the ability to determine the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs when he is able to:

1. C 2.0 Identify the ways to show that an item of merchandise is suited for the purpose the customer has in mind.

2. C 2.0 Explain customer benefits that accompany merchandise selling features.

3. C 5.0 Incorporate uses of specific merchandise into sales presentations.

V. Relationship of Merchandise and Service Technology to Effective Job Performance

The D.E. teacher-coordinator will have the ability to relate merchandise and service technology to effective job performance when he is able to:

1. C 2.0 Explain the procedures a customer must follow to apply for and obtain a national credit card.

2. C 3.0 Quote accurate delivery dates and charges to customers.

3. C 4.0 Analyze each customer's size requirements since sizes vary according to manufacturers and price lines.

4. C 4.0 Determine the easy to wrap a customer's purchase according to size, shape and weight of the item purchased.

VI. Guarantees and Warranties

The D.E. teacher-coordinator will develop a feeling that merchandise guarantees and warranties are necessary when he is able to:

1. C 1.0 Recall merchandise guarantees and directions that protect both the customer and the store.

2. C 2.0 Interpret merchandise guarantees and directions designed to protect the customer.

3. C 3.0 Use merchandise guarantees and directions when selling.

4. A 1.0 Realize that merchandise quarantees and directions protect both the customer and the store and help increase sales.

VII. New Materials and Trends

The D.E. teacher-coordinator will have the ability to appraise the benefits derived from keeping abreast of product trends and innovations when he is able to:

1. C 1.0 Describe substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.

2. C 1.0 Describe current merchandise fashion trends, product innovations, etc.

3. C 3.0 Suggest to customers newly developed merchandise which can be substituted for formerly used merchandise.

4. C 4.0 Analyze a product in relation to current trends such as fashion or style, innovations and novelty appeal so that a better job of selling can be done.

5. C 5.0 Incorporate current fashion trends, product innovations, etc., into sales presentations.

VIII. Standards, Grades and Labels

The D.E. teacher-coordinator will have the ability to formulate a concept concerning the protective measures behind standards, grades and labels when he is able to:

1. C 1.0 Recognize grades expressed either by letters or words.

2. C 2.0 Interpret governmental, state and local laws regarding standards.

3. C 3.0 Use grades and standards as selling points in answering a customer's questions.

4. C 6.0 Evaluate the effectiveness of protective measures behind standards, grades and labels.

5. A 1.0 Realize that standarization provides a basis for grading and aids customers in buying to suit the needs.

IX. Agencies Protecting the Consumer

The D.E. teacher-coordinator will have the ability to judge the value of agencies protecting the consumer when he is able to:

1. C 1.0 Identify the various agencies that give protection to the customer in his buying.

2. C 1.0 Recall the provisions in the Pure Food, Drug, and Cosmetic Act.

3. C 2.0 Interpret the protective provisions offered by various agencies to customers.

4. C 2.0 Interpret Federal Trade Commission protective measures as they apply to various products.

5. C 6.0 Evaluate the effectiveness of the Pure Food, Drug, and Cosmetic Act in consumer protection.

MERCHANDISING AREA

I. Retail and/or Cost Method of Inventory

The D.E. teacher-coordinator will have the ability to form judgments regarding the use of either retail or cost method of accounting when he is able to:

1. C*2.0 Identify the elements involved in the retail method of accounting.
2. C 2.0 Interpret the cost method or the retail method of inventory.
3. C 4.0 Analyze such elements as retail reductions, cost of goods sold and total merchandise handled involved in the retail method of accounting.
4. A 3.0 Prefer either the cost method or the retail method of accounting.

II. Terms, Dating, Discounts

The D.E. teacher-coordinator will have the ability to compare the benefits of various vendors' terms and discounting policies when he is able to:

1. C 1.0 Recall the usual or typical discounts and terms offered by manufacturers in various markets.
2. C 2.0 Interpret vendors' terms and discounting policies.
3. C 3.0 Use the discounts offered by manufacturers in merchandising a department profitably.
4. A 3.0 Feel that cash discounts received from manufacturers greatly influence policies.

III. Selling Floor Responsibilities

The D.E. teacher-coordinator will develop a strong feeling about a buyer or department manager's selling floor responsibilities when he is able to:

1. C 2.0 Indicate the tasks to be performed regularly by the buyer.
2. A 1.0 Recognize that time spent on the selling floor helps maintain a customer contact necessary for a good merchandising job.
3. A 2.0 Recognize the importance of engaging in selling floor activities to maintain customer contacts necessary for a good merchandising job.
4. A 3.0 Value the role of the buyer or department manager in supervising the selling of merchandise and further developing salespeople.
5. A 4.0 Relate frequent branch store visits to profitable merchandising.

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

IV. Model Stock Plans

The D.E. teacher-coordinator will have the ability to incorporate model stock plans into successful merchandising when he is abie to:

1. C 1.0 Recall the uses of model stock plans.

2. C 4.0 Interpret various factors in a model stock plan.

3. A 3.0 Feel that the buyer must be kept informed regarding low quantity of staple stocks.

4. A 3.0 Feel that by maintaining regularly scheduled deliveries of basic stocks, the buying responsibility is eased.

V. Seasonal Merchandise Planning

The D.E. teacher-coordinator will have the ability to prepare seasonal merchandise plans when he is able to:

1. C 1.0 Describe the procedures used in preparing merchandise plans by seasons.

2. C 2.0 Interpret current trends such as sales and customer buying habits when preparing seasonal merchandise plans.

3. C 3.0 Employ information regarding economic indicators to forecast expected sales.

4. C 4.0 Analyze seasonal merchandise plans regarding predicted and actual performance.

5. C 4.0 Analyze past sales records when planning future sales and purchases.

VI. Open-to-buy

The D.E. teacher-coordinator will have the ability to incorporate open-to-buy into successful merchandising when he is able to:

1. C 1.0 Define the term open-to-buy.

2. C 2.0 Identify the factors which influence open-to-buy.

3. C 4.0 Discover those factors increasing or decreasing open-to-buy.

4. C 4.0 Compute open-to-buy.

VII. Pricing Merchandise

A. Low Level

The D.E. teacher-coordinator will understand merchandise pricing when he is able to:

1. C 1.0 Outline the factors in addition to the cost price which affect the retail price merchandise.

2. C 1.0 Describe a store's price-line structure and pricing policies.

3. C 1.0 Recall federal and state laws applicable to pricing.

4. C 2.0 Identify the ways prices psychologically affect customers.

B. High Level

The D.E. teacher-coordinator will have the ability to relate the importance of careful merchandise pricing to profitable merchandising when he is able to:

1. C 3.0 Use a store's price-line structure and pricing policies when buying and pricing merchandise.

2. C 4.0 Analyze the effect federal and state laws have on pricing merchandise.

3. C 4.0 Detect the ways prices psychologically affect customers.

4. C 5.0 Visualize the influence of factors, in addition to cost price, which affect the retail price of merchandise.

VIII. Price Changes

The D.E. teacher-coordinator will have the ability to evaluate the necessity for merchandise price changes when he is able to:

1. C 2.0 Interpret the store's procedures for changing retail prices up or down.

2. C 3.0 Take advantage of seasonal price changes in products, pricing items promotionally at the most advantageous times.

3. A 1.0 Be alert to incorrectly priced items since prices change frequently and quickly.

4. A 2.0 Accept the responsibility of checking for spoilage and damage to either dispose of or reduce the price of merchandise.

5. A 3.0 Feel that quickly reducing distressed or damaged merchandise can often prevent lost profits.

IX. Unit Inventory Control

A. Purposes of Unit Inventory Control Records

The D.E. teacher-coordinator will have the ability to assess the need for maintaining unit inventory control records when he is able to:

1. C 5.0 Maintain an accurate record of the supply of merchandise on hand or amount to reorder.

2. A 3.0 Believe that unit inventory control systems must be kept up-to-date if they are to be useful in planning and making purchases.

3. A 3.0 Value a balanced stock as a basis for profitable merchandising.

4. A 2.0 Believe that stock control errors or losses affect company profits.

B. Stock Counts

The D.E. teacher-coordinator will have the ability to determine the necessity for accurate merchandise stock counts when he is able to:

1. C 1.0 Outline the procedures involved in a merchandise count.
2. C 3.0 Take accurate stock counts of merchandise for ordering, inventory, or correcting unit-control books.
3. C 6.0 Incorporate stock counts to assure depth of stock in wanted merchandise.
4. C 2.0 Recognize the importance of engaging in scheduling stock counts to assure depth of stock in wanted merchandise.
5. A 3.0 Believe that stock counts should be taken for inventory-control purposes and for ordering purposes.

C. Uses of Information from Unit Control Systems

The D.E. teacher-coordinator will have the ability to judge the worth of information from unit inventory control systems when he is able to:

1. C 2.0 Describe the uses of information available from unit inventory control systems.
2. C 2.0 Interpret information from unit inventory control system.
3. C 3.0 Predict trends in price lines, colors, styles, sizes, etc., from unit control records.
4. C 4.0 Detect developing trends from unit control records.
5. C 5.0 Incorporate unit inventory control information into buying plans.

D. Sources of Unit Control Information

The D.E. teacher-coordinator will have the ability to maintain unit control records by using information from various sources when he is able to:

1. C 2.0 Recognize the use of ticket stubs, invoices, and other control forms in keeping merchandise classification records.
2. C 3.0 Keeps merchandise classification records by using ticket stubs, invoices and other control forms.
3. C 4.0 Choose the information from ticket stubs, invoices and other control forms needed to keep merchandise classification records.

X. Market Responsibilities

The D.E. teacher-coordinator will have the ability to assess the importance of the buyer's market responsibilities when he is able to:

1. C 2.0 Describe the ways to use a resident buyer or buying office to the best advantage.

2. C 6.0 Decide on styles, quantities, colors, sizes, delivery dates, etc., while working "in the market" which will help fulfill the needs of the predetermined merchandise plan.

3. A 3.0 Believe that a good market reputation is a priceless asset for a buyer.

4. A 3.0 Feel that pre-planning and systematic working while in the market are necessary to make a buying trip advantageous.

XI. Buying for the Customer

The D.E. teacher-coordinator will develop the belief that the customer is the determining factor when buying merchandise for a department or a store when he is able to:

1. C 2.0 Interpret consumer demand as it applies to the merchandise in the selling department.

2. A 3.0 Value customer demand when selecting and buying merchandise.

XII. Promotional Responsibilities

The D.E. teacher-coordinator will have the ability to relate the careful planning of promotional activities to successful merchandising when he is able to:

1. C 4.0 Recognize ways to stimulate sales with timely advertising, markdowns, special sales and sales force incentives.

2. C 5.0 Develop departmental advertising plans for a coming season.

3. C 5.0 Formulate preliminary promotional plans when purchasing merchandise for resale.

4. A 2.0 Accept the responsibility of discovering "hot items" and following up with additional merchandising and promotional activities.

5. A 2.0 Accept that business image helps determine the proportion of promotional activity versus staple merchandise appeal that should be developed.

6. A 3.0 Be devoted to considering packaging possibilities when buying merchandise.

XIII. Complete Stock Assortments

The D.E. teacher-coordinator will have the ability to relate complete stock assortments to increased sales volume when he is able to:

1. C 4.0 Recognize related items which can be bought to help maximize sales of basic stock items.

2. C 4.0 Recognize when reorders should be placed to assure depth of stock in wanted merchandise.

3. A 2.0 Asssue responsibility for maintaining complete assortments of wanted merchandise to stimulate best sales.

XIV. Market and Trend Information

The D.E. teacher-coordinator will have the ability to evaluate the usefulness of market and trend information when he is able to:

1. C 4.0 Detect trends through trade journals, central buying office aids, etc.

2. C 6.0 Determine the influence of trends noted by trade journals, etc., on the local market.

3. A 2.0 Engage in keeping informed of products and lines of merchandise which can be valuably used by the retailer.

4. A 3.0 Feel that manufacturer representatives are a source of market information.

XV. Competitive Market Conditions

The D.E. teacher-coordinator will have the ability to weigh the influence of competitive market conditions on a business when he is able to:

1. C 2.0 Identify competitive conditions in the market area which a store serves.

2. C 4.0 Analyze the effects of certain competitive market conditions on a business.

3. A 3.0 Believe that merchandise must be bought and sold at competitive prices if a store gets its share of the business in its market area.

4. A 4.0 Relate competitive prices to a successful share of a market area.

XVI. Factors Influencing Buying Decisions

The D.E. teacher-coordinator will have the ability to make adequate comparisons of factors influencing buying decisions when he is able to:

1. C 4.0 Choose between various styles, qualities, and prices when buying merchandise for a particular classification.

2. C 6.0 Compare qualities, styles, and prices when buying merchandise for a classification.

3. C 6.0 Compare merchandise costs, transportation rates and discounts when buying merchandise.

4. A 3.0 Believe that salability, comparative market value, competitive elements, stock-on-hand and stock-on-order must be considered before buying merchandise.

ECONOMICS AND MARKETING AREA

I. Definitions

The D.E. teacher-coordinator will demonstrate the ability to define terms unique to marketing and economics when he is able to:

1. C*1.0 Define terms associated with retailing, wholesaling and service fields.
2. C 1.0 Define terms associated with economics.
3. C 1.0 Define terms identified with legal structures of business organizations.

II. Goals

The D.E. teacher-coordinator will formulate a philosophy of the American private enterprise system when he is able to:

1. C 2.0 Explain the goals of the Western economic system.
2. C 2.0 Explain the freedoms insured by the American capitalistic system.
3. C 2.0 Explain the relationships between the ideas of an American democracy and the personal requirements in a mass distribution system.
4. C 4.0 Compare the major economic systems of the World.
5. C 2.0 Explain the responsibilities that business has to society in the American economic system.

III. Economic Resources

The D.E. teacher-coordinator will identify economic resources when he is able to:

1. C 1.0 Recall the economic resources of a country.
2. C 2.0 Explain the role of the entrepreneur in the organization of resources.
3. C 2.0 Explain the influence of research and development on the economy.

IV. The Market

The D.E. teacher-coordinator will value the Market as the focus of the American economy when he is able to:

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

1. C 1.0 Recall the make-up of markets.

2. C 2.0 Explain the effect of market conditions on production and consumption.

3. C 2.0 Explain the multiplier effect of the volume of retail trading on other channels of distribution and on production.

4. C 2.0 Explain the functions of marketing.

V. Influences on Prices

The D.E. teacher-coordinator will formulate a concept concerning prices when he is able to:

1. C 2.0 Explain the relationship of supply and demand.

2. C 2.0 Identify factors that influence demand.

3. C 2.0 Identify factors that influenee supply.

4. C 2.0 Identify factors that reduce prices.

VI. The Role of the Individual

The D.E. teacher-coordinator will formulate a concept of the role of the individual in the American economy when he is able to:

1. C 1.0 Recognize the value of free career choices.

2. C 1.0 Recognize the value of the individual worker in American economy.

3. A 3.0 Strongly agree that economic decisions are influenced by the individual's social philosophy and economic convictions.

4. C 1.0 Recognize the importance of saleable skills of individuals in a dynamic economy.

VII. The Role of Government

The D.E. teacher-coordinator will explain the role of government in the American economy when he is able to:

1. C 2.0 Explain the objectives of government regulations in the field of marketing.

2. C 2.0 Identify factors influencing the passage of antitrust laws.

VIII. The Role of Financial Institutions

The D.E. teacher-coordinator will comprehend the role of financial institutions in the economy when he is able to:

1. C 2.0 Explain the regulatory function of the Federal Research System.

2. C 2.0 Explain the influence of financial institutions on purchasing power of individuals or firms.

IX. The Role of Profits

The D.E. teacher-coordinator will value the role of profits when he is able to:

1. C 2.0 Explain the contribution of profits to the growth of a business.
2. C 2.0 Explain the effect of the profit motive on the efficient use of resources.
3. C 2.0 Explain the influence of the profit motive on the way goods are produced.

X. The Role of Competition

The D.E. teacher-coordinator will comprehend the effect of competition in the American private enterprise system when he is able to:

1. C 1.0 Recognize the effect of competition on the search for new ideas.
2. C 2.0 Identify the values of competition.
3. C 2.0 Explain competition as a regulator of economic activities.

XI. Principles of Distribution

The D.E. teacher-coordinator will comprehend some principles of distribution when he is able to:

1. C 2.0 Explain the importance of the one-price principle.
2. A 3.0 Feel strongly that the man who makes the product must be one of its major consumers.
3. C 1.0 Recognize the importance of a free but competitive press.
4. A 3.0 Feel strongly that advertising is one of the strongest forces in the economy.
5. A 3.0 Value fashion as a powerful economic element in the distribution cycle.
6. C 1.0 Recognize the importance of consumer credit to the mass distribution of goods.
7. C 1.0 Recognize the importance of consumer services in the sale of such items as applicances and automobiles.
8. C 2.0 Explain the importance of a rapid and efficient transportation system to mass distribution.

SUMMARY XVII

This chapter has presented educational objectives to develop the technical teaching competencies identified in the first phase of this study.

They were grouped around the following categories: selling, display, advertising, communication, mathematics, human relations, operation and management, product and/or service technology, merchandising and economics and marketing.

A terminal objective with a group of enabling objectives was stated for each topic. If the enabling objectives were accomplished, it was assumed, the terminal objective would be attained.

A code number for either the cognitive or affective domain was indicated for each enabling objective.